DOCUMENT RESUME

ED 073 836 PS 006 371

TITLE	A Program of Enrichment Opportunities for Disadvantaged Children, Phase VIII, 1972-73. Project, 30-156.
INSTITUTION	Green Bay Joint School District 1, Wis.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.
PUB DATE	73
NOTE	497p.
EDRS PRICE	MF-$0.65 HC-$16.45
DESCRIPTORS	Academic Achievement; Academic Enrichment; Affective Objectives; Cognitive Objectives; *Compensatory Education Programs; Disadvantaged Youth; Elementary Grades; Grade 10; Inservice Teacher Education; Parent Education; *Parent Participation; *Preschool Education; Preschool Programs; Program Budgeting; Program Descriptions; Program Planning; Psychomotor Objectives; Remedial Reading; Self Concept; Tutorial Programs
IDENTIFIERS	Elementary Secondary Education Act Title I; ESEA Title I

ABSTRACT

This compensatory education program serves approximately 792 disadvantaged children. Thirteen elementary school enrichment learning centers, two tenth grade tutoring programs, an area-wide remedial reading clinic, an instructional service center, and intensive teacher-parent inservice training will be the framework for enrichment experiences. Those in the program are low achievers with average or higher intelligence. Pre-kindergarten children at two schools are the subjects of pilot programs helping teachers and parents to assess preventive activities designed for child development for later school success. Application for Title I funds, budget analysis, and equipment and material listing are given. Intellectual, physical, social, and emotional needs are described, as are the affective, cognitive and psychomotor objectives of the program. These are followed by delineation of staff responsibilities, program descriptions, the evaluation design, the identity of the children served, information dissemination, budget relationships, and inservice education descriptions. [Filmed from best available copy.] (Author/KM)

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U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED 073836

PROJECT, 30-156
A PROGRAM OF ENRICHMENT
OPPORTUNITIES FOR DISADVANTAGED
CHILDREN, PHASE VIII
1972-73

UNDER

PUBLIC LAW 89-10, TITLE I
ELEMENTARY AND SECONDARY EDUCATION ACT

JOINT DISTRICT NO. 1 OF THE CITY OF GREEN BAY
AND TOWNS OF ALLOUEZ, BELLEVUE, DEPERE, EATON
GREEN BAY, HUMBOLDT, AND SCOTT IN BROWN
COUNTY, WISCONSIN

PS 006371

TABLE OF CONTENTS

	Page
TITLE PAGE	i
TABLE OF CONTENTS	ii
ABSTRACT	1
DATA SECTION	2
Application	2
Budget Analysis	8
Equipment and Materials Listing	23
NARRATIVE	
Philosophy of Title I	161
Calendar of Events	162
1. Planning and Evaluation	167
2. Needs	170
Intellectual	170
1. Enriched background	170
2. Communication Skills	170
3. Responsibility	170
4. Individual Interests	170
5. Self-direction	170
6. Literature	170
7. Psychologist help	170
8. Parent Understanding	170
9. Teacher Understanding	170
10. Adult Teaching assistants	170
Physical	171
1. Freedom of Movement	171
2. Perceptual Development	171
3. Visual Screening	171
4. Physical Checkups	171
5. Auditory Perception	171
6. Visual Perception	171
7. Motor Coordination	171
8. Health Care	171
Social	172
1. Community Interaction	172
2. Family Interaction	172
3. Cultural Experience	172

Page

Emotional 173

1. Self-pride and self-worth 173
2. Pride in ethnic and cultural heritage 173
3. Community pride 173
4. Self-control 173
5. Non-competitive creative activities 173
6. Self expression 173
7. Adult guidance 173

3. Behavioral Objectives 174

Affective (Value Related) 190

1. Tank-Emotional development-
Pilot 4-year old class.
Exhibit A. 197

2. Tank-Social development-
Pilot 4 year old class.
Exhibit B 203

3. Allied Arts for Self-Concept
Building - 6 activities
Exhibit C 209
Allied Arts - All Centers 209
Music - Appreciation by Listening
and playing 219
Children's Theater 226
Secondary Allied Arts - Tutoring
Cultural and Social
Development activities. 228
4-H Summer Camping 231
Clinic-Type Reading 235

4. Norwood-Oak Grove Youth
Tutoring Youth Pilot Program
Exhibit D 239

5. St. Joseph's Home 3-Way
Readiness Project.
Exhibit E 245

6. Our Lady of Charity School
Choral Music Program
Exhibit F 250

7. East and West High
Youth Tutoring Youth and
Adult Volunteer tutors.
Exhibit G 261

8. Human Resources Survey
All Centers
Exhibit H 270

Page

9. Tank-Parent Involvement, Second Year
Exhibit I 277

10. Nicolet-Parent/School Human Relations
Exhibit J 283

Cognitive Objectives (Fact related) 288

1. Tank-Intellectual Development, Pilot 4-Year olds, second year.
Exhibit K 289

2. Communications Skills 1-6
Exhibit L 293

3. Norwood - Oak Grove Youth Tutoring Youth
Exhibit M 307

4. Audio-Visual Performance Projects Communications Skills
Exhibit N 311

5. Instructional Service Center Audio-Visual Services
Exhibit O 315

6. Music, Elementary Symphonettes and Ukuleles Performance
Exhibit P 323

7. Clinic, remedial reading diagnostic services
Exhibit Q 330

8. Adult Volunteer Tutors and Youth Tutoring Youth
Exhibit R 338

9. Inservice Education Survey of Adults - Elementary Target Schools
Exhibit S 342

PSYCHOMOTOR OBJECTIVES (Bodily Development) 348

1. Howe-YMCA: Coordination and Enrichment Program-3-5 Year olds
Exhibit T 349

2. Tank-Physical Development for 4-year Olds Pilot Project, second year
Exhibit U 354

Page

3. Kindergarten Psychomotor Program - Elementary Target Schools Exhibit V 358

4. Motor Perceptual Skills in Perceptual Training - Elementary Target School Centers. Exhibit W 364

5. Music, Instrumental Dexterity Skills Exhibit X 374

4 Staff 381

Chart of District - ESEA-Title I Project Staff Relationships 381

Definitions of Role Responsibilities 382

Superintendent 382
Assistant Superintendent-Instruction (ESEA-Title I Project Director) 384
Director of Federal Programs (ESEA-Title I Administrator). 387
Chairman, ESEA-Title I 389
Director, Elementary Education 390
Director of Secondary Education 393
Elementary Principal. 396
Secondary Principal 399
Assistant Principal, Secondary 402
Director of Special Education and Child Study 404
Educational Media Specialist 407
Clinic Reading Specialist 409
Center Teacher, ESEA-Title I Schools 410
Human Relations Coordinator, Nicolet 411
Classroom Teacher (Proposed) 412
Center aide, ESEA-Title I schools 417
Secretary: Director of Federal Programs 418
Bookkeeper: Federal Programs 418
Secretary: General, Federal Programs 419
Secretary: General, Project Reading Center 419
Secretary: General, Instructional Services Center . . . 420

5. Program Description 422

6. Evaluation Design 439
Process Evaluation 436

7. Identity of Children Being Served 447
Introduction 447
Pre-Kindergarten 447
Kindergarten 448
Early Elementary 448
Later Elementary 449
Secondary 449

Page

8. Dissemination 451

9. Budget Relationships 452

INSERVICE EDUCATION PLANS 458

Description:

Exhibit Y-1: Orientation to Adult Volunteer Tutors Program 458

Exhibit Y-2: Creative Dramatics for Staff 460

Exhibit Y-3: Adult Volunteer Tutors Workshop 463

Exhibit Y-4: Youth Tutoring Youth 471

Exhibit Y-5: Building a Better Self Concept 473

Exhibit Y-6: Kodaly Inservice Workshop 476

Exhibit Y-7: Emotional Involvement of the Troubled Learner 479

Exhibit Y-8: Creative Crafts Inservice 481

Exhibit Y-9: Parent Creative Crafts 483

Exhibit Y-10: Parent Involvement 435

Exhibit Y-11: Grooming Assemblies 487

Exhibit Y-11: Human Relations: Teaching the Disadvantaged 489

JOINT SCHOOL DISTRICT NO. 1
OF THE CITY OF GREEN BAY, ET AL
GREEN BAY, WISCONSIN 54301

PROJECT ABSTRACT
PUBLIC LAW 89-10
ESEA-TITLE I, PROJECT 30-136, (1972-73)

I. Problem

This project, through twenty-seven different behaviorally oriented objectives, seeks to provide a $300 minimum concentration of compensatory education experiences to approximately 792 disadvantaged children. Its purpose is to provide them the necessary preparation for individual and social competency.

II. Design

Thirteen elementary school enrichment learning centers, two tenth grade tutoring programs, an area-wide remedial reading clinic, an instructional service center, and intensive teacher-parent inservice training will be the framework for enrichment experiences for disadvantaged children. Those taken into the project will be those average-or-better in intelligence but achieving below expected achievement levels. Pre-kindergarten children, at two schools, will also be the subjects of pilot programs helping teachers and parents to assess preventative activities designed for child growth and development for later school success.

III. Procedure

All experiences provided will have behavioral purposes. They are all value related, fact centered, and psychomotor related in design.

IV. Evaluation

Evaluations, both objective and subjective, will be used in pre-and-post conditions to determine each participants beginning and ending level of achievement.

FL-ES-15 ESEA TITLE I-1 (3-71)

APPLICATION FOR GRANT
TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN
under Title I of Public Law 89-10 as amended

FY 19 ___

SECTION I – PROJECT REVIEW AND APPROVAL *(To be completed by State Educational Agency)*

1. STATE CODE	2. STATE PROJECT NO.	3. APPLICANT CODE NO.	4. APPLICANT PROJECT NO.	5. COUNTY CODE	6. CONG. DISTRICT	7. SMSA CLASS	8. TOTAL ALLOCATION $
							9. TOTAL AMOUNT REQUESTED $
SIGNATURE *(Authorized SEA Official)*			DATE APPROVED		FOR FISCAL YEAR ENDING June 30,		10. TOTAL AMOUNT APPROVED $

SECTION II – CERTIFICATION AND STATISTICAL DATA *(To be completed by applicant)*

CERTIFICATION

The applicant designated below hereby applies for a grant of Federal funds to provide instructional activities and services to meet the special educational needs of educationally deprived children as set forth in this application.

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the agency named below has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on

October 25, 19 65.

APPLICANT *(Legal name of agency)* Ct. Sch. Dist. #1, of the City of Green Bay, and the Towns of Allouez... Scott.

NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Dr. Reynold A. Swanson
Assistant Superintendent - Instruction

MAILING ADDRESS *(Street, City or Town)*
100 North Jefferson Street
Green Bay, Wisconsin 54301

SIGNATURE Reynold A. Swanson

STATE	COUNTY	ZIP CODE NO.	TELEPHONE *(Area Code and No.)*	DATE SIGNED
Wisconsin	Brown	54301	(414) 432-0351	August 10, 1972

NAME AND TITLE OF CONTACT PERSON	MAILING ADDRESS	TELEPHONE NO.
John T. Sewell, Dir. of Federal Programs	100 North Jefferson Green Bay, Wisc. 54301	(414) 432-0351

1 MAINTENANCE OF FISCAL EFFORT - AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS

A FOR FY ENDING JUNE 30, 19 71 $808.79

B FOR FY ENDING JUNE 30, 19 72 $824.45

2 NUMBER OF SCHOOLS AND NUMBER OF SCHOOL-AGE CHILDREN RESIDING IN APPLICANT'S DISTRICT *(as of Fall-*

RESIDENT CHILDREN (1)		GRADE SPAN (2)	TOTAL NUMBER OF SCHOOLS (3)	TOTAL NUMBER OF RESIDENT CHILDREN (4)
A ENROLLED IN:				
1 PUBLIC SCHOOLS	a In applicant's school district	K-12	36	22,543
	b In other school district (s)		XXXXXXXX	
2 PRIVATE SCHOOLS	a In applicant's school district	1-12	19	6,762
	b In other school district (s)	XXXXXX	XXXXXXXX	
3 INSTITUTIONAL SCHOOLS FOR NEGLECTED OR DELINQUENT CHILDREN		2-12	2	99
B NOT ENROLLED IN ANY SCHOOL BUT ELIGIBLE FOR ENROLLMENT *(Include dropouts only)*			XXXXXXXX	NA
C TOTAL NUMBER OF SCHOOLS AND RESIDENT CHILDREN IN APPLICANT'S DISTRICT *(Sum of 2A & B)*			57	29,404
D NUMBER OF CHILDREN *(included in Item 2C)* WHO COME FROM LOW-INCOME FAMILIES				3,234

3 CONCENTRATION OF CHILDREN FROM LOW-INCOME FAMILIES

A DISTRICT-WIDE PERCENTAGE *(Item 2D ÷ 2C, Col. 4)* 11 %

B AVERAGE NUMBER PER SCHOOL ATTENDANCE AREA *(Item 2D ÷ 2A-1-a, Col. 3)* 90

4 SOURCE OF DATA USED FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES IN ITEM 2D *("X" as many as apply)*

A [ ] U.S. CENSUS BUREAU
B [X] AID FOR DEPENDENT CHILDREN
C [X] FREE SCHOOL LUNCH
D [X] SCHOOL SURVEY
E [ ] HEALTH STATISTICS
F [ ] HOUSING STATISTICS
G [ ] EMPLOYMENT STATISTICS
H [ ] OTHER *(Specify)*:

5 BRIEF TITLE OF PROJECT

A Program of Enrichment Opportunities for Disadvantaged Children, Phase VIII

6 SCHOOL TERM TO BE COVERED BY THIS APPLICATION *("X" one)*

A [ ] REGULAR SCHOOL TERM ONLY
B [ ] SUMMER TERM ONLY
C [X] REGULAR AND SUMMER TERMS

7 IS THIS A COOPERATIVE PROJECT? *("X" one)* A [ ] YES B [X] NO

If "Yes", Submit "Certification for Cooperative Project, ESEA TITLE I-2" form with this Application

8 ELIGIBLE ATTENDANCE AREAS, LOCATION OF ACTIVITIES, AND NUMBER OF CHILDREN EXPECTED TO PARTICIPATE AT SCHOOLS WHERE TITLE I ACTIVITIES WILL BE LOCATED

A PUBLIC SCHOOLS SERVING CHILDREN IN ELIGIBLE ATTENDANCE AREAS WHERE TITLE I ACTIVITIES WILL BE LOCATED

All entries to be reverified in the fall of 1972. NAME OF PUBLIC SCHOOL (LIST IN RANK ORDER PER COL. 4 OR COL. 5) (NUMBER SCHOOLS CONSECUTIVELY) Eligible Attendance Areas	TOTAL NUMBER OF CHILDREN ENROLLED IN EACH SCHOOL LISTED IN COL. (1)	NUMBER OF CHILDREN RESIDING IN ATTENDANCE AREAS			ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN ACTIVITIES AT SCHOOLS LISTED IN COLUMN (1)			
		TOTAL	FROM LOW-INCOME FAMILIES	PERCENT (COLS. 4 ÷ 3)	FROM PUBLIC SCHOOLS	FROM PRIVATE SCHOOLS	TOTAL (COLS. 6+7)	NUMBER IN COL. (8) FROM OUTSIDE OF PROJECT AREA
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Fort Howard	471	1294	440	.34	95	8	103	
2. Nicolet	524	1095	350	.32	75	11	86	NONE
3. Whitney	329	688	220	.32	50	5	55	
4. Howe	294	568	176	.31	55	6	61	
5. Roosevelt	390	418	105	.25	30	10	40	
6. Jefferson	170	345	86	.25	27	0	27	
7. Nequiock	282	525	116	.22	38	4	42	
8. Lincoln	406	950 EST.	209	.22	45	0	45	
9. F.D. Roosevelt	194	1051	221	.21	25	3	28	
10. Tank	267	539	113	.21	51	0	51	
11. Helen Keller	367	570 EST.	108	.19	19	5	24	
12. Norwood	515	844	150	.17	40	7	47	
13. Oak Grove	197	921	147	.16	30	6	36	
14. East High	1393	4075	326	.08	25	0	25	
15. West High	1444	5273	369	.07	25	0	25	
8. Public Institutions								
16. Our Lady of Charity (Girls)	72 EST.		72	100		72	72	72
17. St. Joseph's Home for Boys	26 EST.		26	100		26	26	26
TOTAL:	7365	19201	3234		630	163	793	98

B PRIVATE SCHOOLS SERVING CHILDREN IN ELIGIBLE ATTENDANCE AREAS WHERE TITLE I ACTIVITIES WILL BE LOCATED

NAME OF PRIVATE SCHOOL	IDENTIFY PUBLIC SCHOOL BY NUMBER (ITEM 8, COL. 1)	TOTAL NUMBER OF CHILDREN ENROLLED IN EACH SCHOOL LISTED IN COL. (1)	NUMBER OF CHILDREN ENROLLED WHO LIVE IN PROJECT AREAS	ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN ACTIVITIES AT SCHOOLS LISTED IN COLUMN (1)	
				TOTAL	NUMBER IN COL. (4) FROM OUTSIDE OF PROJECT AREA
(1)	(2)	(3)	(4)	(5)	(6)
1. SS Peter & Paul	2	479	NOT	11	Our Lady of
2. Annunciation	1	452	AVAILABLE	[illegible]	Charity School
3. St. Phillips	13	431	TILL	[illegible]	72 EST.
4. St. Jude	11	427	FALL,	5	
5. St. Joseph's Elem.	12	421	1972,	[illegible]	St. Joseph's
6. St. Mary of the Angels	5	417	SURVEY	[illegible]	Home for Boys
7. St. Bernards	9	405		3	26 EST.
8. Cathedral	3	236		[illegible]	
9. St. Pauls (Lutheran)	5	170		4	
10. Holy Cross	7	107		4	
11. St. John the Evangelist	4	178			

AMENDMENT NO. 1 TO AUGUST 18, 1972 - PROPOSAL, [illegible] 18, 1972

9 BUDGET (Estimated dollar amount of Title I funds required for administration and implementation of this project)

EXPENDITURE ACCOUNTS (SEE OE HANDBOOK II)	ACCOUNT NUMBER	EXPENSE CLASSIFICATION: SALARIES	CONTRACTED SERVICES	OTHER EXPENSES	ESTIMATED TOTAL AMOUNT
(1)	(2)	(3)	(4)	(5)	(6)
1 Administration	100	23,464.00	825.00	2,615.00	$ 26,904.00
2 Instruction	200	149,509.24	200.00	26,638.96	176,348.20
3 Attendance Services	300				
4 Health Services	400				
5 Pupil Transportation	500		5,676.00		5,676.00
6 Operation of Plant	600	2,000.00		1,500.00	3,500.00
7 Maintenance of Plant	700		800.00	450.00	1,250.00
8 Fixed Charges	800		2,700.00	14,297.36	16,997.36
9 Food Services	900				
10 Student Body Activities	1000	600.00		1,109.00	1,709.00
11 Community Services	1100	450.00		4,050.20	4,500.20
12 (Sum of lines 1 thru 11) SUB-TOTAL:		176,023.24	10,201.00	50,660.52	$ 236,884.76
13 Sites	1210				$
14 Buildings	1220 A AND B				
15 Remodeling	1220 C				
16 Equipment for Instruction	1230 C				773.50
17 All Other Equipment	1230 EXCEPT C				1,143.74
18 (Sum of lines 13 thru 17, Col. 6) SUB-TOTAL:					$ 1,917.24
19 TOTAL PROJECT BUDGET (Sum of lines 12 and 18)				GRAND TOTAL:	$ 238,802.00

10 PROJECT STAFF

STAFF ACTIVITIES (See OE Handbook IV - Staff Accounting): CLASSIFICATION OF ASSIGNMENTS	CLASS. NO. 2230.	STAFF ASSIGNMENTS AND ESTIMATED SALARIES INCLUDED IN TITLE I BUDGET: ESTIMATED NUMBER FOR REGULAR TERM: TOTAL	FTE*	ESTIMATED NUMBER FOR SUMMER TERM: TOTAL	FTE*	TOTAL SALARIES (TITLE I ONLY)	NUMBER OF OTHER STAFF ASSIGNMENTS UNDER THIS PROJECT (Not included in Title I Budget): No.	Amt. of Funding
(1)		(2)	(3)	(4)	(5)	(6)	(7)	
1 Teaching - Pre-Kindergarten	01					$	1	3,500.00
2 Teaching - Kindergarten	01						17	161,136.40
3 Teaching - Elementary	01	9	9			108,091.00	1	13,188.00
4 Teaching - Secondary	01	1	.1	3	3	4,352.50	.5	6,144.00
5 Teaching - Handicapped children only	01							
6 Teacher Aide	02	7	3.5			8,545.80		
7 Librarian	03							
8 Librarian Aide	-							
9 Supervision	04							
10 Direction and Management (Admin.)	07	1	.75	1	.75	14,059.00	.5	7,044.00
11 Counseling	15							
12 Psychologist	16							
13 Testing	17						.5	7,000.00
14 Social Work Human Relations	18	1	1			9,000.00		
15 Attendance	19							
16 Nurse	20							
17 Physician	21							
18 Dentist	22							
19 Dental Hygienist	23							
20 Clerical	10	5	3.5	5	3.5	15,555.00		
21 Other (Specify Assignment and No.) Tutors, west		25	1.05			1,860.00	30	11,232.00 (NYC)
Chaperones, Sweeper, Christ Church		.5	.02			300.00		
Graphics Spec., Teach. Subs. (As Needed)		1				2,000.00		1973 Summer
		1				6,921.00		
						4,653.00		
22 TOTAL NUMBER OF ASSIGNMENTS, FTE, AND SALARIES (Sum of lines 1 thru 21)		51.5		9		195,272.30	50.5	219,244.40

23 NUMBER OF VOLUNTEERS TO BE ASSIGNED TO THIS PROJECT: PARENTS 20 OTHER ADULTS 26 YOUTH ___ TOTAL 46

24 NUMBER OF TITLE I STAFF TO RECEIVE INSERVICE TRAINING	TEACHERS	TEACHER AIDES	OTHER	TOTAL

* See Instructions for computing FTE (full-time equivalent) number of staff members

II. STATEMENT OF ASSURANCES

NAME OF CHIEF STATE SCHOOL OFFICER	NAME OF STATE EDUCATIONAL AGENCY
William C. Kahl	Department of Public Instruction

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

a. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

b. The applicant will make an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title, and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.

c. Check 1 or 2, not both:

1 ☐ The Assurance of Compliance (HEW 441) previously filed with the Office of Education applies to this Application.

2 ☐ The Title I activities conducted under this project during the regular school year in conjunction with regular school activities will be carried out in accordance with the applicable current court order or desegregation-plan filed with the Office of Education (including modifications filed on Form HEW 441B), and that all other Title I activities will be carried out on a non-discriminatory basis in accordance with the Regulation of the Department (45 CFR § 80.3).

d. The services provided with State and local funds for free public education in the project area will be maintained at levels that are comparable to those for non-project areas and the amounts of such funds expended in the project areas will be maintained at levels that are no lower than the levels that would have been maintained if no projects had been approved for those areas.

e. In the case of construction required for the operation of the project—

(1) The applicant will cause work on the project to be commenced within a reasonable time after receipt of notification from the State educational agency that funds have been allotted and to be prosecuted to completion with reasonable diligence.

(2) The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Number 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor; and

(3) The applicant will comply with the rules, regulations, and relevant orders of the Secretary of Labor issued pursuant to Executive Order 11246 of September 24, 1965, in connection with any contract for construction for which it receives Federal assistance under Title I of Public Law 89-10.

SIGNATURE OF AUTHORIZED REPRESENTATIVE	DATE
Reynold A. Swenson	August 18, 197[illegible]

If cooperative project, signature of designated administrative and fiscal agent is required.

12 PARTICIPANTS *(Unduplicated count)* - Include in Item A all children expected to participate in this project. If some children who will participate are enrolled in institutional schools, include these children as either public or private school children according to the administrative control of the institution and prepare supplement (Section IIA - Children in Institutions for Neglected or Delinquent Children).

"REG." - REGULAR SCHOOL TERM "SS" - SUMMER TERM ONLY

NOTE: Fully Funded by ESEA-Title I

A ESTIMATED NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVEL AND TYPE OF SCHOOL

	GRADE LEVEL (1)	NUMBER ENROLLED IN PUBLIC SCHOOLS (2)		NUMBER ENROLLED IN PRIVATE SCHOOLS (3)		TOTAL (Col. 2 + 3) (4)	
		REG	SS	REG	SS	REG	SS
1	Pre-Kindergarten	50				50	
2	Kindergarten	50				50	
3	Grade 1	113				113	
4	Grade 2	135				135	
5	Grade 3	105				105	
6	Grade 4	63		23		86	
7	Grade 5	32		25		57	
8	Grade 6	32		25		57	
9	Grade 7			13	7-12 [illegible]	13	10
10	Grade 8			13	7[illegible] EST. [illegible]	13	10
11	Grade 9			13		13	20
12	Grade 10	50	30	21		101	20
13	Grade 11			15		15	10
14	Grade 12			15		15	
15	TOTAL *(Sum of 1 through 14)*	630	30	163	70	793	70
B	ESTIMATED NUMBER OF DROPOUTS RECORDED UNDER ITEM 2B WHO ARE INCLUDED IN ITEM 12A ABOVE	0	0	0	0	0	0

C ESTIMATED NUMBER OF HANDICAPPED CHILDREN, INCLUDED IN ITEM 12A, WHO WILL PARTICIPATE IN ACTIVITIES DESIGNED SPECIFICALLY FOR HANDICAPPED CHILDREN *(Report each child once by major handicap)*.

MENTALLY RETARDED	HARD OF HEARING	DEAF	SPEECH IMPAIRED	VISUALLY HANDICAPPED	SERIOUSLY EMOTIONALLY DISTURBED	CRIPPLED	OTHER HEALTH IMPAIRED	TOTAL
0	0	0	0	0	0	0	0	NONE

D RESIDENT CHILDREN BY ETHNIC GROUPS

1 Total number of resident children in applicant's district by ethnic groups

WHITE	NEGRO	AMERICAN INDIAN	PUERTO RICAN	ORIENTAL	SPANISH SURNAME	OTHER (SPECIFY):	TOTAL *(Same as Item 2C, Col. 4)*
29,086	13	228	0	16	69	2-[illegible]	29,404

2 Estimated number of resident children who will participate in Title I Activities by ethnic groups

WHITE	NEGRO	AMERICAN INDIAN	PUERTO RICAN	ORIENTAL	SPANISH SURNAME	OTHER (SPECIFY):	TOTAL *(Same as Item 12A-15 (4))*
785	0	6	0	0	2	0	793

13 INSTRUCTIONAL AND RELATED SUPPORTIVE SERVICE ACTIVITIES TO BE FUNDED UNDER TITLE I, NO. OF CHILDREN AND ESTIMATED COST.

Note: If Title I activities cover both regular and summer terms, a separate item 13, shown below, should be provided to cover each school term.

CHECK ONE TO IDENTIFY THE SCHOOL TERM BEING REPORTED ON: A [ ] REGULAR SCHOOL TERM B [ ] SUMMER TERM ONLY

A INSTRUCTIONAL ACTIVITIES

INSTRUCTIONAL ACTIVITIES	ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN INSTRUCTIONAL AND SERVICE ACTIVITIES LISTED IN COL. (1)						ESTIMATED COST OF EACH INSTRUCTIONAL ACTIVITY (ROUNDED TO NEAREST DOLLAR) (See Instructions)
	PUBLIC SCHOOL CHILDREN		PRIVATE SCHOOL CHILDREN		TOTAL (SUM OF COLS. 2 THRU 5)	NO. IN COL. 6 FROM INSTITUTIONS FOR NEG. OR DEL. CHILDREN	
	Grades Pre-K-6	Grades 7-12	Grades Pre-K-6	Grades 7-12			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1 ART							
2 BUSINESS EDUCATION							
3 CULTURAL ENRICHMENT	530	50	73	90	793	98	59,117.00
4 ENGLISH - READING	530	50	73	90	793	98	59,117.00
5 ENGLISH - SPEECH							
6 ENGLISH - OTHER LANGUAGE ARTS	530	50	73	90	793	98	59,117.00
7 ENGLISH - 2ND LANGUAGE							
8 FOREIGN LANGUAGE							
9 HOME ECONOMICS							
10 INDUSTRIAL ARTS							
11 MATHEMATICS							
12 MUSIC	490				490	72	00.00
13 PHYS. ED./RECREATION							
14 NATURAL SCIENCE							
15 SOCIAL SCIENCE							
16 OTHER VOCATIONAL EDUCATION							
17 SPECIAL ACTIVITIES FOR HANDICAPPED							
18 PRE-K	50				50	0	1,114.00
19 KINDERGARTEN							
20 OTHER INSTRUCTIONAL ACTIVITIES (SPECIFY): Youth Tutoring Youth		50			50	0	1,400.00
Adult Volunteer Tutors							
21 TOTAL ESTIMATED COST FOR INSTRUCTIONAL ACTIVITIES (SUM OF LINES 13A-1 THRU 19) →							$ 179,564.00

B SUPPORTIVE SERVICES

SUPPORTIVE SERVICES	ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN SERVICES							ESTIMATED COST OF EACH SERVICE ACTIVITY (ROUNDED TO NEAREST DOLLAR)
	PRE-K AND K (PUB. & PRIV.)	PUBLIC SCHOOL CHILDREN		PRIVATE SCHOOL CHILDREN		TOTAL SUM OF COLS. 2 THRU 6)	NO. IN COL. 7 FROM INSTITUTIONS FOR NEG. OR DEL. CHILDREN	
		GRD. 1-6	GRD. 7-12	GRD. 1-6	GRD. 7-12			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1 ATTENDANCE								
2 CLOTHING								
3 FOOD								
4 GUIDANCE COUNSELING								
5 HEALTH - DENTAL								
6 HEALTH - MEDICAL								
7 LIBRARY	50	530	50	73	90	793	98	7,245.00
8 PSYCHOLOGICAL								
9 SOCIAL WORK								
10 SPEECH THERAPY								
11 TRANSPORTATION		530	50	73		703	26	7,776.00
12 SPECIAL SERVICES FOR HANDICAP								
13 OTHER SERVICES (SPECIFY): Director, Clerks		40		10		50	26	2,000.00
Admin. & Operations			0			0	0	32,079.00
14 TOTAL ESTIMATED COST FOR SERVICE ACTIVITIES (SUM OF LINES 13B-1 THRU 13) →								$ 49,100.00

C TOTAL ESTIMATED COST OF INSERVICE EDUCATION FOR TITLE I STAFF MEMBERS → $ 5,513.00

D TOTAL ESTIMATED COST OF TITLE I SERVICES FOR PARENTS → $ 4,325.00

E TOTAL ESTIMATED COST FOR ALL INSTRUCTIONAL AND SERVICE ACTIVITIES (SUM OF A-20, B-14, C, and D) → $ 238,802.00

BUDGET ANALYSIS

SALARIES

ADMINISTRATION - 4110

Regular School Term

Students Report Sept. 5, 197[illegible]
Students End June 8, 1973

Name	*Phase or Activity	% of Time Title I	**Class. (OE Hdbk IV-Staff Acct.)	*** Encum. Dates From	To	Salary from Title I	Salary from District	Total Salary
Sewell, John	VIII	75	07	8-28-72	6-8-73	10,539.00	3,478.00	14,017.00
Heise, Peggy	"	75	10	"	"	2,900.00	957.00	3,857.00
Collin Sue	"	75	10	"	"	2,560.00	845.00	3,405.00
Martinkovic, James	"	50	10	"	"	1,749.00	1,749.00	3,498.00

Title I Sub-Total 17,743.00

ADMINISTRATION - 4110

Summer School Term

Students Report June 11, 1973
Students End Aug. 10, 1973

Name	*Phase or Activity	% of Time Title I	**Class. (OE Hdbk IV-Staff Acct.)	*** Encum. Dates From		Salary from Title I	Salary from District	Total Salary
Sewell, John	VIII	75	07	[illegible]-11-73	8-24-73	3,520.00	1,162.00	4,682.00
Heise, Peggy	"	75	10	"	"	881.00	291.00	1,172.00
Collin Sue	"	75	10	"	"	790.00	261.00	1,051.00
Martinkovic, James	"	50	10	"	"	525.00	525.00	1,050.00

Title I Sub-Total 5,716.00
4110 TOTAL 23,464.00

*For example: Math, art, music, etc.
**Available in your administration offices.
***Dates for which staff reports - include inservice if funded. Beginning date for each staff member is the ENCUMBERING date for salary. SPECIFY DAY, MONTH, AND YEAR.

SALARIES (CONTINUED)

Regular School Term
(Speech therapists, medical & dental services must be listed under Health Services.)
(Social workers, guidance personnel & psychologists must be listed under Attendance Services.)

INSTRUCTION - 4210

Students Report Sept. 5, 1972
Students End June 8, 1973

Name	*Phase or Activity	% of Time Title I	**Class.(OE Hdbk IV-Staff Acct.)	*** Encumb. Dates From	To	Salary from Title I	Salary from District	Total Salary
Bricco, John	VIII	0	01	8-28-72	6-8-73		14,088.00	14,088.00
Faulds, Morva	"	0	"	"	"		12,288.00	12,288.00
Beyer, Donald	"	0	"	"	"		13,500.00	13,500.00
Bottger, Evelyn	"	100	"	"	"	12,620.00		12,620.00
Edler, Darlene	"	100	"	"	"	10,725.00		10,725.00
Gehrke, Maurice	"	50	"	"	"	6,857.00	6,857.00	13,714.00
Kleist, Joanne	"	100	"	"	"	13,198.00		13,198.00
Kraft, Susan	"	100	"	"	"	13,566.00		13,566.00
La Violette, Mary	"	100	"	"	"	11,625.00		11,625.00
Lueck, Donald	"	100	"	"	"	12,888.00		12,888.00
Reisinger, Dorothy	"	100	"	"	"	10,816.00		10,816.00
Seifert, Eleanore	"	100	"	"	"	12,215.00		12,215.00
Wright, B. Jean	"	100	"	"	"	10,438.00		10,438.00
Human Relations Coord.	"	100	"	"	"	9,000.00		9,000.00
Teacher Subs.	"	100	"	"	"	4,652.94		4,652.94
Hooper, Leslyn	"	100	"	"	"	735.00		735.00

Title I Sub-Total 144,486.74

INSTRUCTION - 4210

Summer School Term

Students Report June 11, 1973
Students End Aug. 10, 1973

Name	*Phase or Activity	% of Time Title I	**Class.(OE Hdbk IV-Staff Acct.)	*** Encumb. Dates From	To	Salary from Title I	Salary from District	Total Salary
Ihde, Faye	VIII	100	10	6-11-73	8-24-73	970.00		970.00
Carriveau, Barb.	"	50	10	"	"	435.00	435.00	870.00
Carrell, Tom	"	100	01	"	"	1,781.50		1,781.50
Faulds, Morva	"	100	01	"	"	1,536.00		1,536.00
Lass, James	"	100	01	"	"	300.00		300.00

Title I Sub-Total 5,022.50
4210 TOTAL 149,509.24

SALARIES (CONTINUED) PS 006371

Regular School Term

(Speech therapists, medical & dental services must be listed under Health Services.)
(Social workers, guidance personnel & psychologists must be listed under Attendance Services.)

INSTRUCTION - 4210

Students Report Sept. 5, 1972
Students End June 8, 1973

Name	*Phase or Activity	% of Time Title I	**Class.(OE Hdbk IV-Staff Acct.)	*** Encumb. Dates From	To	Salary from Title I	Salary from District	Total Salary
Ihde, Fay	VIII	100	10	8-28-72	6-8-73	3,200.00		3,200.00
Carriveau, Barb.	"	50	10	"	"	1,545.00	1,545.00	3,090.00
Lacenski, Mary-Aide	"	100	02	"	"	3,000.00		3,000.00
O'Hara, Walda-Aide	"	100	02	"	"	1,742.00		1,742.00
Tassoul, Ramona-Aide		100	02	"	"	2,820.00		2,820.00
Aide-Centers-Part time	"	100	02	"	"	820.00		820.00
3 Aides (Howe)	"	100	02	"	"	163.80		163.80
Aides Parents	"						Volunteer	
Tutors, West (25)		100	1.60/hr.	"	"	1,860.00		1,860.00

Title I Sub-Total _____

INSTRUCTION - 4210

Summer School Term

Students Report _____
Students End _____

Name	*Phase or Activity	% of Time Title I	**Class.(OE Hdbk IV-Staff Acct.)	*** Encumb. Dates From	To	Salary from Title I	Salary from District	Total Salary

Title I Sub-Total _____
4210 TOTAL _____

SALARIES (CONTINUED)

PUPIL TRANSPORTATION - 4510 — Regular School Term (This covers only transporting the children to and from the Title I classroom)

Name	Position	% of Time Title I	Class. (OE Hdbk. IV-Staff Acct.)	Encumb. Dates From	Encumb. Dates To	Salary from Title I	Salary from District	Total Salary

Title I Sub-Total _____

PUPIL TRANSPORTATION - 4510 — Summer School Term

Name	Position	% of Time Title I	Class. (OE Hdbk. IV-Staff Acct.)	Encumb. Dates From	Encumb. Dates To	Salary from Title I	Salary from District	Total Salary

Title I Sub-Total _____

4510 TOTAL _____

OPERATION OF PLANT - 4610 — Regular School Term

Name	Position	% of Time Title I	Class. (OE Hdbk. IV-Staff Acct.)	Encumb. Dates From	Encumb. Dates To	Salary from Title I	Salary from District	Total Salary
Mathewson, Florence	Janitress	100		8-28-72	6-8-73	1,850.00		
Christ Church Annex								
Lease - ½ Time								

Title I Sub-Total 1,850.00

OPERATION OF PLANT - 4610 — Summer School Term

Name	Position	% of Time Title I	Class. (OE Hdbk. IV-Staff Acct.)	Encumb. Dates From	Encumb. Dates To	Salary from Title I	Salary from District	Total Salary
Mathewson, Florence	Janitress	100		6-11-73	8-24-73	150.00		
Annex Summer Schedule								

Title I Sub-Total 150.00

4610 TOTAL 2,000.00

SALARIES (CONTINUED)

STUDENT BODY ACTIVITIES - 5010

Regular School Term

Name	Position	% of Time Title I	Class. (OE Hdbk. IV-Staff Acct.)	Encumb. Dates From	Encumb. Dates To	Salary from Title I	Salary from District	Total Salary
Teachers, Aides (Childrens Theater)	Super.	100				600.00		

Title I Sub-Total 600.00

STUDENT BODY ACTIVITIES - 5010

Summer School Term

Name	Position	% of Time Title I	Class. (OE Hdbk. IV-Staff Acct.)	Encumb. Dates From	Encumb. Dates To	Salary from Title I	Salary from District	Total Salary

Title I Sub-Total

5010 TOTAL 600.00

COMMUNITY SERVICES - 5110

Regular School Term

Name	Position	% of Time Title I	Class. (OE Hdbk. IV-Staff Acct.)	Encumb. Dates From	Encumb. Dates To	Salary from Title I	Salary from District	Total Salary
Child Care Aides-Parent Ltcs.	Aide	100				150.00		
Chaperones-Fine Arts (Secondary)	Teachers	100				300.00		

Title I Sub-Total 450.00

COMMUNITY SERVICES - 5110

Summer School Term

Name	Position	% of Time Title I	Class. (OE Hdbk. IV-Staff Acct.)	Encumb. Dates		Salary from Title I	Salary from District	Total Salary

Title I Sub-Total

5110 TOTAL 450.00

CONTRACTED SERVICES

ADMINISTRATION - 4120

Regular School Term

Name or Source	% of Time Title I	Class. (OE Hdbk. IV-Staff Acct.)	Encumb. Dates From	Encumb. Dates To	Salary 70% St. Funded	Salary from Title I	Salary from District	Total Salary
Jonet, Fountain			8-28-72	6-8-73		700.00		

Title I Sub-Total 700.00

ADMINISTRATION - 4120

Summer School Term

Name or Source	% of Time Title I	Class. (OE Hdbk. IV-Staff Acct.)	Encumb. Dates From	Encumb. Dates To	Salary 70% St. Funded	Salary from Title I	Salary from District	Total Salary
Jonet, Fountain			6-11-73	8-24-73		= 125.00		

Title I Sub-Total 125.00

4120 TOTAL 825.00

Regular School Term

(Speech therapists, medical & dental services must be listed under contracted Health Services.)

(Social workers, guidance personnel & psychologists must be listed under contracted Attendance Services.)

INSTRUCTION - 4220

Name or Source	% of Time Title I	Class. (OE Hdbk. IV-Staff Acct.)	Encumb. Dates From	Encumb. Dates To	Salary 70% St. Funded	Salary from Title I	Salary from District	Total Salary
Special Educ. INC	100	07	8-28-72	6-8-73		200.00		
Materials: CESA #8 for								
St. Joseph Home								

Title I Sub-Total 200.00

INSTRUCTION - 4220

Summer School Term

Name or Source	% of Time Title I	Class. (OE Hdbk. IV-Staff Acct.)	Encumb. Dates From	Encumb. Dates To	Salary 70% St. Funded	Salary from Title I	Salary from District	Total Salary

Title I Sub-Total

4220 TOTAL 200.00

CONTRACTED SERVICES (CONTRACTED)

PUPIL TRANSPORTATION - 4520 Regular School Term (This covers only transporting the children to and from the Title I classroom.)

Contractor	Number Transported	Total Mileage (Est.)	Budget
Jelco Buses - Clinic, Individualized Pupil Delivery & Return 91-8 hr. days, 32-9.5 hr. days, including to and from garage.	50	2,528 = 1,032 hr. in 120 days	5,676.00
		Title I Sub-Total	5,676.00

PUPIL TRANSPORTATION - 4520 Summer School Term

Contractor	Number Transported	Total Mileage (Est.)	Budget
		Title I Sub-Total	
		4520 TOTAL	5,676.00

OPERATION OF PLANT - 4620 Regular School Term

Contractor	Budget
Title I Sub-Total	

OPERATION OF PLANT - 4620 Summer School Term

Contractor	Budget
Title I Sub-Total	
4620 TOTAL	

MAINTENANCE - 4720 **Regular School Term**

Contractor	Budget
Davidson Sales & Service $300.00, Bartelt Bus. Mach. $100.00, IBM Corp. $35.00	435.00
Packerland Business Machines $60.00, K & L Office Equipment $44.00	104.00
Other	66.00
Title I Sub-Total	605.00

MAINTENANCE - 4720 **Summer School Term**

Contractor	Budget
Davidson Sales & Service $100.00, Bartelt Bus. Mach. $40.00, IBM Corporation $20.00	160.00
Packerland Business Machines $20.00, K & L Office Equipment $15.00	35.00
Title I Sub-Total	195.00
4720 TOTAL	800.00

FIXED CHARGES - 4820 **Regular School Term**

Contractor	For	Budget
Christ Episcopal Church	Lease - Clinic	1,874.97
Board of Education	Insurance	150.00
	Title I Sub-Total	2,024.97

FIXED CHARGES - 4820 **Summer School Term**

Contractor	For	Budget
Christ Episcopal Church	Lease - Clinic	625.03
Board of Education	Insurance	50.00
	Title I Sub-Total	675.03
	4820 TOTAL	2,700.00

CONTRACTED SERVICES (CONTINUED)

AMENDMENT NO. 1 TO AUGUST 18, 1972 - PROPOSAL AUGUST 28, 1972

COMMUNITY SERVICES - 5120 — **Regular School Term**

Contractor	For	Budget
	Title I Sub-Total	

COMMUNITY SERVICES - 5120 — **Summer School Term**

Contractor	For	Budget
	Title I Sub-Total	
	5120 TOTAL	

OTHER EXPENSES

ADMINISTRATION - 4190 — **Regular School Term**

Item	Budget
Travel	600.00
Supplies (From Supply List) Storeroom	130.00
Postage	100.00
Telephone	650.00
Other (Specify) Reference Materials & Dissemination (Includes $485.00 for Brochure)	825.00
Title I Sub-Total	2,305.00

ADMINISTRATION - 4190 — **Summer School Term**

Item	Budget
Travel	50.00
Supplies (From Supply List)	10.00
Postage	50.00
Telephone	100.00
Other (Specify) Reference Materials & Dissemination	100.00
Title I Sub-Total	310.00
4190 TOTAL	2,615.00

OTHER EXPENSES (CONTINUED)

AMENDMENT NO. 1 TO AUGUST 18, 1972 - PROPOSAL AUGUST 28, 1972

INSTRUCTION - 4290 Regular School Term

Item	Budget
Supplies (From Supply List):	
1. Textbooks (By Special Approval Only)	
2. Audio-Visual Materials	4,670.90
3. School Library Books and All Other Library Expenses (Includes Prof. & Parent Shelves)	679.93
4. Teaching Supplies and All Other Expenses for Instruction Includes Storeroom	8,449.50
Travel	
1. Staff and Parent Council	1,000.00
2. Field Trips:	
a. Transportation (Includes $180.00 for St. Joseph's Home)	2,280.00
b. Food (Parent Meetings)	175.00
c. Admissions (Tickets) Next Door Theater (800 @ $1.00) and Soph. YTY ($200.00)	1,000.00
d. Other (Specify) Neutral Evaluation & Monitoring 1972-73 Project	2,000.00
Teacher and/or Aide Inservice (Includes Parents)	5,025.60
Other (Specify) Film Rentals $100.00, Ktg. Psychomotor Process Evaluation $201.53	301.53
Title I Sub-Total	25,582.46

INSTRUCTION - 4290 Summer School Term

Item	Budget
Supplies (From Supply List)	
1. Textbooks (By Special Approval Only)	
2. Audio-Visual Materials	
3. School Library Books and All Other Library Expenses	
4. Teaching Supplies and All Other Expenses for Instruction	
Travel	
1. Staff	
2. Field Trips	
a. Transportation	
b. Food	
c. Admissions (Tickets)	
d. Other (Specify)	
Teacher and/or Aide Inservice	
Other (Specify) Needs Assessment & Evaluation	1,056.50
Title I Sub-Total	1,056.50
4290 TOTAL	26,638.96

OTHER EXPENSES (CONTINUED)

PUPIL TRANSPORTATION - 4590 Regular School Term

Item (Specify)	Budget
Sub-Total	

PUPIL TRANSPORTATION - 4590 Summer School Term

Item (Specify)	Budget
Sub-Total	
TOTAL	

OPERATION OF PLANT - 4690 Regular School Term

Item	Budget
Supplies	
Utilities - Pro-rated cost of leased space at Christ Episcopal Church (50% of district utility costs based upon square footage used)	1,125.00
Sub-Total	1,125.00

OPERATION OF PLANT - 4690 Summer School Term

Item	Budget
Supplies	
Utilities, Pro-rated cost of leased space at Christ Episcopal Church (50%, as above)	375.00
Sub-Total	375.00
TOTAL	1,500.00

MAINTENANCE OF PLANT - 4790 **Regular School Term**

Item (Identify)	Budget
Repair of cameras, tape recorders, etc.	175.00
Repair of offset machine	275.00
Title I Sub-Total	450.00

MAINTENANCE OF PLANT - 4790 **Summer School Term**

Item (Identify)	Budget
Title I Sub-Total	
4790 TOTAL	450.00

FIXED CHARGES - 4890 **Regular School Term**

Item (Identify)	Budget
Professional & Non-Professional Personnel	11,177.36
Title I Sub-Total	11,177.36

FIXED CHARGES - 4890 **Summer School Term**

Item (Identify)	Budget
Professional & Non Professional Personnel	3,120.00
Title I Sub-Total	3,120.00
4890 TOTAL	14,297.36

FOOD SERVICES - 4990 **Regular School Term**

Item	Budget
Supplies	
Other (Identify)	
Title I Sub-Total	

FOOD SERVICES - 4990 **Summer School Term**

Item	Budget
Supplies	
Other (Identify)	
Title I Sub-Total	
4990 TOTAL	

STUDENT BODY ACTIVITIES - 5090 **Regular School Term**

Item (Identify)	Budget
Store Purchases - 13 Target Elementary Schools Field Trips @ $15.00 Per Center	185.00
Lessons, Creative Dramatics & Creative Movement, Next Door Theater, @ $5.50/hr. For	924.00
Disadvantaged of 13 Elementary Target Schools	
Title I Sub-Total	1,109.00

STUDENT BODY ACTIVITIES - 5090 **Summer School Term**

Item (Specify)	Budget
Title I Sub-Total	
5090 TOTAL	1,109.00

OTHER EXPENSES (CONTINUED)

AMENDMENT NO. 1 TO AUGUST 18, 1972 - ORIGINAL AUGUST 28, 1972

COMMUNITY SERVICES - 5190 (Includes Clothing.) Regular School Term

Item (Identify)	Budget
Survey to Identify Human Resources of Community (Survey Forms)	105.50
Parent Education: Materials, Food & Special Expenses of Meetings	600.00
Planned Inservice Series (all costs, including materials)	911.70
Title I Sub-Total	1,617.20

COMMUNITY SERVICES - 5190 Summer School Term

Item (Identify)	Budget
Fees, Camp Byrd, 4-H, 102 Children @21.50/week - UW Extension, 1973 Summer	2,193.00
Chaperone, Parents, Above Camp, 3 @80.00/week, Plus Board & Room	240.00
Title I Sub-Total	2,433.00
5190 TOTAL	4,050.20

SITES - 5211 + 5221 + 5291 Regular School Term

Item (Explain)	Budget
Title I Sub-Total	

SITES - 5211 + 5221 + 5291 Summer School Term

Item (Explain)	Budget
Title I Sub-Total	
5211 + 5221 + 5291 TOTAL	

EQUIPMENT FOR INSTRUCTION - 5214 + 5224 + 5294 Regular School Term

Item	Budget
From Equipment List:	
1. Educational Television	
2. Audio-Visual (7) seven Panasonic Tape Recorders; (3) three Previewers; (2) two Filmstrip Viewer	520.10
3. All Other Instructional Equipment (1) one Belt Thermofax; (1) Slide Tray for Viewlex	253.40
(1) one Stop Watch; (1) one Teacher Desk	
(1) Shelf	
Title I Sub-Total	773.50

EQUIPMENT FOR INSTRUCTION - 5214 + 5224 + 5294 Summer School Term

Item	Budget
From Equipment List:	
1. Educational Television	
2. Audio-Visual	
3. All Other Instructional Equipment	
Title I Sub-Total	
5214 + 5224 + 5294 TOTAL	773.50

ALL NON-INSTRUCTIONAL EQUIPMENT - 5215 + 5225 + 5295 Regular School Term

Item	Budget
From Equipment List Tape Recorder $69.95 Steno Headset $6.95	1,143.74
Replace Typewriters $466.84 (2) two	
Air Conditioners $600.00 (3) three	
Title I Sub-Total	1,143.74

ALL NON-INSTRUCTIONAL EQUIPMENT - 5215 + 5225 + 5295 Summer School Term

Item	Budget
From Equipment List	
Title I Sub-Total	
5215 + 5225 + 5295 TOTAL	1,143.74

Total Regular

Total Summer

GRAND TOTAL 938,802.00

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School_____ ___ ___ ___/Activity (Phase)_____

State Project Number_____ _____ Date_____

Quantity	Instructional Materials	Source or Supplier	Catalog No	Unit Price	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and Audio Library Extra						
4. Teaching Supplies and All Other Expenses to: Instruction:						
ADMINISTRATIVE SUPPLIES: ACCT. 4190						
6 Rolls	Adding Machine Tape 2¼"	Storeroom		.14	.84	1
1 only	Blotters-Green 19x24	"		.08	.48	2
4 oz.	Carbon paper-black	"		.52	2.08	3
2 boxes	Carbon paper-duplicator	"		2.25	4.50	4
1 box	Carbon paper-type D	"		3.53	3.53	5
4 boxes	Clips-paper,large	"		.20	.80	6
1 only	Dispenser-scotch tape	"		.16	.16	7
8 pkg.	Envelopes 6x9claspd gumed &	"		.41	3.28	8
5 pkg.	Envelopes 9x12	"		.61	3.05	9
5 pkg.	Envelopes 10x13	"		.70	3.50	10
12 pkg.	Envelopes,Kraft,plain,lg.	"		.12	1.44	11
1 pkg	Envelopes,Kraft,plain,sm.	"		.09	.09	12
			Sub-Totals		23.75 (This Sheet)	
			Grand Totals			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (Phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and all Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction:						
ADMINISTRATIVE SUPPLIES:						
3 pkg.	Envelopes-white,plain,lg.	Storeroom		.12	.36	13
2 pkg.	Envelopes,white,plain,sm.	"		.09	.18	14
10	Erasers-typewriter	"		.10	1.00	15
1 btl.	Ink-blue-black,writ.	"		.10	.10	16
1	Notebook-composition	"		.17	.17	17
2	Notebook-shorthand	"		.17	.34	18
5 reams	Paper-bond 8½x11	"		2.29	11.45	19
1 ream	Paper-notebook, 3 ring 8½x11	"		1.65	1.65	20
2 reams.	Paper-onionskin	"		1.67	3.34	21
2 reams	Paper-second sheets (yellow)	"		.51	1.02	22
25 pads	Paper-typing pads	"		.16	4.00	23
96	Pencils-black lead	"		.05	4.80	24
				Sub Totals	27.81 (This Sheet)	
				Grand Totals		

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Item No
MATERIALS: Continued						
3. School Library Books and All Library Books						
4. Teaching Supplies and All Other Expenses for Instruction						
ADMINISTRATIVE SUPPLIES.						
12	Pencils-red	Storeroom		.08	.96	25
2 pads	Requisition blanks	"		.62	1.24	26
2	Telephone general call slips	"		.08	.16	27
15	Telephone long. dist. call slips	"		.44	6.60	28
8 bxs.	Staples-standard	"		.27	2.16	29
1 roll	Tape-Masking,3/4"	"		.37	.37	30
1 roll	Tape,masking 1"	"		.36	.36	31
3 rolls	Magic Mend. tape	"		.49	1.47	32
			Sub-Totals		13.32 (This Sheet)	
			Grand Totals			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Reading Clinic Activity (phase)

State Project Number Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
2 only	Adding Machine Tape 2¼"	Storeroom		.14	.28	33
48 only	Flashlight Batteries	"		.14	6.72	34
10 only	Blotters, Green 19x24	"		.08	.80	35
1 only	Brushes - Paint 1"	"		.25	.25	36
1 only	Brushes - Typewriter (long handle for dusting)	"		.15	.15	37
6 bxs	Carbon Paper - Fluid (Spirit) Duplicator UNIT	"		2.25	13.50	38
3 bxs	Carbon Paper - Type D - for Thermofax Copier	"		3.53	10.59	39
2 only	Carrier (plastic) for use w/above Thermofax D carbon	"		.75	1.50	40
4 pkg	Cards Plain, White 3 x 5	"		.09	.36	41
4 pkg,	Cards Plain, White 4 x 6	"		.15	.60	42
4 pkg,	Cards Ruled, White 3 x 5	"		.09	.36	43
3 pkg,	Cards Ruled White 4 x 6	"		.15	.45	44
			Sub-Totals		35.56	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for instruction:						
2 bxs	CLINIC: ACCT. 4290 dustless Calk, Assorted Colors,	Storeroom		2.90	5.80	45
2 bxs	large sticks Chalk, Poster, asstd.colore	"		2.50	5.00	46
4 only	Clip Boards	"		.27	1.08	47
7 bxs	Clipps, Paper, large	"		.20	1.40	48
12 bxs	Clips, Paper, small	"		.055	.66	49
2 bxs	Crayon -Sketcho #1166	"		.50	1.00	50
3 lbs	Dust Cloths - white	"		.59	1.77	51
6 pkgs	9x12 Envelopes -Gummed&Clasped	"		.61	3.66	52
6 pkgs	10x13 Envelopes-Gummed &Clasped	"		.70	4.20	53
13 pkgs	Envelopes-Kraft-Plain Lg	"		.12	1.56	54
5 pkgs	Envelopes-Kraft-Plain,Sm	"		.09	.45	55
7 pkgs	Envelopes-White,Plain,Lg	"		.12	.84	56
					27.42	
		Sub-Totals			27.42 (This Sheet)	
		Grand Totals			Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
2 pkgs.	CLINIC 8¢ Small Envelopes-Return Address	Storeroom		2.27	4.54	57
10	Erasers- Art Gum	"		.05	.50	58
2	Erasers - Ink	"		.08	.16	59
2	Erasers = Pencil	"		.08	.16	60
2	Erasers- Typewriter	"		.10	.20	61
4 bxs	Band Aids	"		.94	3.76	62
1 only	Flags - 2x3 Classroom=	"		1.76	1.76	63
11 gals	Fluid for Fluid Duplicator	"		1.85	20.35	64
4 only	Folders - Expanding File Pockets 9½x14 3/4	"		.36	1.44	65
300	Folders-Manila(ltr size)	"		.02	6.00	66
8	Glue, Elmer's, 1½ oz.	"		.10	.80	67
1 btl.	Ink -White Lettering	"		.25	.25	68
		Sub-Totals			39.92	
		Grand Totals			(This Sheet) Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School_____ Activity (phase)_____

State Project Number_____ Date_____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued) 3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
1=	CLINIC: Hand Clnr. Ink Remover-Duplicator	Storeroom		1.05	1.05	69
1 bx	Labels, Large 1½x2½	"		.13	.13	70
1 bx	Labels, Small 1¼x 1 3/4"	"		.14	.14	71
2 pt	Paste, Runny (Elem & H.S.)			.75	1.50	72
6	Plastic Concentrate-(Norbond-8 oz)	"		.80	4.80	73
2 rolls	Tape, Magic Mending ½x1296"	"		.43	.86	74
1 roll	Tape-Book Repair, Mystik or Fastape 2x108 BLACK	"		.95	.95	75
1	Map-Desk Outline DS New World	"		.57	.57	76
3 only	Notebooks, Composition	"		.17	.51	77
3 only	Notebooks, Shorthand	"		.17	.51	78
1 roll	Paper - Cellophane: Amber	"		1.65	1.65	79
1 roll	Blue	"		1.65	1.65	80
2 rolls	Clear colorless	"		1.32	2.64	81
			Sub-Totals		16.96	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
1 roll	CLINIC Paper Cellophane Green	Storeroom		1.88	1.88	82
1 roll	ditto Red	"		1.88	1.88	83
1 roll	ditto Yellow	"		1.88	1.88	84
1 rm	Paper -Drawing 9x12 White	"		1.14	1.14	85
1 rm	Paper-Drawing 12x18 White	"		2.28	2.28	86
2 folds	Paper Crepe ea:Dk Blue,DkGreen,Red,Purple,Yellow	"		.13	.26	87
14 rms	Paper-Fluid Duplicator 8½x11	"		.65	9.10	88
3 rms	Paper - Notebook, 3 ring, 8½x11	"		1.05	3.15	89
5 rms	Paper - Onion Skin	"		1.67	8.35	90
2 rms	Paper - Writing ½" ruled with guide line Gr 3-4	"		.83	1.66	91
2 rms	Paper, writing 3/8" ruled Gr 4-6 as test paper	"		.77	1.54	92
2 pads	Paper-Typing 8½x11	"		.16	.32	93
			Sub-Totals		33.44 (This Sheet)	
			Grand Totals			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
1 roll	CLINIC Paper-Wrapping 36" Brown	Storeroom		7.56	7.56	94
60 only	Pencils - Black lead	"		.05	3.00	95
1 only	Pencils - Blue	"		.08	.08	96
1 only	Pencils - Green	"		.08	.08	97
6 only	Pencils - Red	"		.08	.48	98
1 only	Pencil-Correction for fluid duplicator	"		.12	.12	99
6 only	Pencils - Drawing #2H	"		.06	.36	100
3 cards	Pins - Straight	"		.07	.21	101
12 only	Absence Cards Employees - Blue	"		.01	.12	102
12 only	Teachers (white)	"		.01	.12	103
50 only	Reading Record Cards-H.S.	"		.01	.50	104
1 pad	Received Report blanks	"		.33	.33	105
			Sub-Totals		12.96	
			Grand Totals		(This Sheet) Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
3 pads	CLINIC Requisition Blanks -General	Storeroom		.62	1.86	106
2 pads	Requisition Blanks-Storeroom	"		.35	.70	107
2 pkgs	(Letterhead) Stationery-Elem.School	"		.83	1.66	108
4 bxs	Reinforcements-Gummed	"		.06	.24	109
1 bx	Rubber Bands - Large	"		.29	.29	110
4 bxs	Rubber Bands - Small	"		.29	1.16	111
2 only	(Tchrs & Ofc) Scissors - 9"	"		1.05	2.10	112
24 pads	Scratch Pads	"		.05	1.20	113
1 only	Stapler	"		3.15	3.15	114
50 only	Postage 8¢	"		$.08	4.00	115
8 rolls	Tape - Masking (3/4" drawing)	"		.37	2.96	116
6 rolls	Tape-Masking (drawing) 1"	"		.36	2.16	117
			Sub-Totals		21.48	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
6 rolls	CLINIC 2x1296 Tape-Scotch Cellulose	Storeroom		.19	1.14	118
4 rolls	1" gummed paper Tape-Transparent mending	"		.45	1.80	119
1 ball	Twine - Heavy	"		.33	.33	120
6 only	Typewriter Ribbons Electric Typewriters	"		1.63	9.78	121
3	15" Waste Baskets - Small	"		1.90	5.70	122
				Sub-Totals	18.75	
				Grand Totals	(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Fort Howard -ACCT. 4299 Activity (phase)

State Project Number Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued) 3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
4 only	Balls, Large Rubber 6" KDGN	Storeroom		.39	1.56	123
2	Balls, Large, Rubber 12" KDGN	"		2.09	4.18	124
1 pkg	Cards, Plain, White 3 x 5	"		.09	.09	125
1 pkg	Cards, Ruled, White 3x5	"		.09	.09	126
1 bx	Clips, Paper, large	"		.20	.20	127
1 bx	Clips, Paper, small	"		.055	.06	128
1 bx	Crayon, Sketcho #1166	"		.50	.50	129
1 pkg	Envelopes, Gummed & Clasped 6 x 9	"		.41	.41	130
1 pkg	Envelopes, Gummed & Clasped 9 x 12	"		.61	.61	131
2 only	Jump Rope - 12' length	"		.36	.72	132
6 only	Jump Rope - 6' length	"		.18	1.08	133
1 jar	Poster Paint - Liquid Black	"		.42	.42	134
			Sub-Totals		9.92	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Fort Howard Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
1 Jar EACH (8)	Foster Paint-Liquid Blue, Green, Magenta, Orange, Purple, Red, White and Yellow.	Storeroom		.42	3.36	135
3 pkgs	Paper -Construction 9x12 assorted colors	Storeroom		.24	.72	136
1 pkg	Paper -Construction 12x18 assorted colors	Storeroom		.46	.46	137
1 ream	Paper-Writing 1" Ruled w/guide line, newsp GR 1	"		.48	.48	138
1 ream	Paper-Writing 3/4" Ruled w/guide line, newsp GR 2	"		.48	.48	139
2 rms	Paper,,Test 3/8" Ruled	"		.75	1.50	140
1 pkg	Phrase Strips 3 x 30 Ruled	"		.23	.23	141
1 card	Pins, Straight	"		.07	.07	142
25 only	Plates - 6" Paper	"		.01	.25	143
25 only	Plates - 8" Paper	"		.01	.25	144
				Sub-Totals	7.80	
				Grand Totals	(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Fort Howard Activity (phase)

State Project Number Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
1 bx	Rubber bands - large	Storeroom		.29	.29	345
1 bx	Rubber bands - small	"		.29	.29	346
1 pkg	Sandpaper #0 8½x10½	"		.59	.59	347
2 pkgs	Sandpaper #1 8½x10½	"		.85	1.70	348
5 pads	Scratch Pads	"		.05	.25	349
2 only	Sponges -cellulose	"		.25	.50	350
1 bx EACH	Stars, Large 3/4" Blue,Green,Red,Gold,Silver	"		.06	.30	351
1 bx EACH	Stars, Small 1/2" Blue, Green,Red,Gold,Silver	"		.06	.30	352
1 ball	String -Store, White	"		.15	.15	353
1 spool EACH	Thread Black,White #40	"		.24	.48	354
1 bx	Thumb Tacks	"		.12	.12	355
1 only	Staple Remover	"		.36	.36	356
1 ream	Thermofax Copy Paper	"		9.09	9.09	357
			Sub-Totals		14.41	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Howe-ACCT. 4290 Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
1 bx	Carbon Paper Duplicator Fluid (Spirit) UNIT	Storeroom		2.25	2.25	158
1 bx	Carbon Paper- Type D- for Thermofax copier	"		3.53	3.53	159
1 pkg	Cards, Ruled, White, 4x6	"		.15	.15	160
2 bxs	Clips, Paper, small	"		.055	.11	161
1 pkg	Envelopes, Plain, Kraft, small	"		.09	.09	162
5 only	Erasers - Scripto	"		.10	.50	163
5 only	Pencils - Red	"		.08	.40	164
10 only	Pencils -Drawing #2H	"		.06	.60	165
2 only	Pens, Brush (complete)	"		.29	.58	166
1 card	Pins, Straight	"		.07	.07	167
1 roll	Tape Cellulose ¾ x 1296 (small)	"		.19	.19	168
1 only	Staple remover	"		.36	.36	
1 ream	Thermofax copy paper	"		9.08	9.08	169
			Sub-Totals		17.91	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Jefferson Activity (phase)

State Project Number Date

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.

MATERIALS: (Continued)

3. School Library Books and All Library Expenses:

4. Teaching Supplies and All Other Expenses for Instruction

1 only	Blotter, Green 19 x 24		Storeroom		.08	.08	170
1 box	Brass Fastners Nail	Head	"		.34	.34	171
1 box	Brass Fastners ½" Rd	Head	"		.32	.32	172
1 box	Carbon Paper Fluid	(spirit) dupli UNIT			2.25	2.25	173
1 box	Carbon Paper Tupe D	Thermofax copier			3.53	3.53	174
2 boxes	Clips Paper, small		"		.055	.11	175
2 boxes	Crayons, Kdgn		"		.20	.40	176
1 pkg	Doilies 5" Paper		"		.14	.14	177
1pkg	Doilies 6" Paper		"		.18	.18	178
1 pkg	Doilies 8" Paper		"		.27	.27	179
2 only	Erasers Pencil		"		.08	.16	180
1 Only	Eraser Typewriter		"		.10	.10	181
				Sub-Totals (This Sheet)		7.88	
				Grand Totals	Equip.	Mat'ls.	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Jefferson Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
20 only	Folders, Manila letter size 12"	Storeroom		.02	.40	182
1 only	Jump Rope -length	"		.36	.36	183
1 bx	labels - large 1 2 x 1 3/4	"		.13	.13	184
1 only	Notebook - Shorthand	"		.17	.17	185
2 pkgs	Paper = Construction Asstd Colors 12 x 18	"		.46	.92	186
1 pkg EACH	Paper -Construction 12x18 White, Yellow, Yellow Green	"		.47	1.41	187
1 sheet	Paper - Mounting Board Gray 22 x 28	"		.23	.23	188
10 only	Pencils - Black lead	"		.05	.50	189
1 each	Pencils: Blue, Green, Red	"		.05	.15	190
1 only	Pencils -Correction for fluid duplicator	"		.12	.12	191
10 only	Pencils - Drawing #2H	"		.06	.60	192
1 pkg	Phrase Strip 3 x 30	"		.23	.23	193
			Sub-Totals		5.22	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Jefferson Activity (phase)

State Project Number Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
1 card	Pins - Straight	Storeroom		.07	.07	194
1 only	Plan Book - Teacher's Lesson	"		1.33	1.33	195
24 only	Plates - 6" Paper	"		.01	.24	196
24 only	Plates - 8" Paper	"		.01	.24	197
2 pkg	Sandpaper #1 8½x10½	"		.85	1.70	198
2 only	Scissors - 5" (left hand)	"		.28	.56	199
2 only	Scissors - 5" (right)	"		.26	.52	200
1 bx EACH	Stars, Large 3/4" Blue, Green, Red, Gold, Silver	"		.06	.30	201
1 bx EACH	Stars, Small ½" Blue, Green, Red, Gold, Silver	"		.06	.30	202
1 roll	Tape, Masking (Drawing) 1"	"		.36	.36	203
1 roll	Tape, Scotch Cellulose ½" x 1296	"		.19	.19	204
1 bx	Thumb Tacks	"		.12	.12	205
			Sub-Totals		5.93	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Jefferson Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
1 only	Staple Remover	Storeroom		.36	.36	206
1 ream	Thermofax Copy Paper	"		9.08	9.08	207
			Sub-Totals		9.44	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Norwood - Acct. 4290 Activity (phase)

State Project Number Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
20 only	Folders - Manila letter size	Storeroom		.02	.40	208
1 only	Jump rope 12' length	"		.36	.36	209
7 only	Jump ropes 6' length	"		.18	1.26	210
10 only	Pencils - Black lead	"		.05	.50	211
1 pkg	Phrase strips Ruled 3 x 30	"		.23	.23	212
1 card	Pins, Straight	"		.07	.07	213
1 only	Plan bppl - Teacher's Lesson.	"		1.33	1.33	214
40 only	Plates 8" Paper	"		.01	.40	215
2 pkg	Sandpaper #1 8½x10½	"		.85	1.70	216
			Sub-Totals		6.25	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Nicolet - Acct. 4290 Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
1 only	Blotters, Green 19x24	Storeroom		.08	.08	217
1 bx	Brass Fasteners 1/2" Round Head	"		.32	.32	218
1 bx	Brass Fasteners Nail Heads	"		.34	.34	219
1 bx	Carbon Paper - Type D - (for Thermofax Copier)	"		3.53	3.53	220
2 bxs	Clips, Paper, Large	"		.20	.40	221
1 bx	Clips, Paper, small	"		.055	.06	222
1 bx	Crayons, Kdgn *8 colors	"		.20	.20	223
1 pkg	Doilies 5"" Paper	"		.14	.14	224
1 pkg	Doilies 6" Paper	"		.18	.18	225
1 pkg	Doilies 8" Paper	"		.27	.27	226
1 pkg	Envelopes - Kraft Plain Large	"		[illegible]	[illegible]	227
1 pkg	Envelopes, Kraft Plain - Small	"		[illegible]	.09	228
		Sub-Totals			5.73	
		Grand Totals			(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Nicolet Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
1 pkg	Envelopes, Return Address 8¢ large	Storeroom		2.31	2.31	229
1 only	Erasers - Pencil	"		.08	.08	230
20 only	Folders - Manila letter size	"		.02	.40	231
1 only	Jump Rope - 12' length	"		.36	.36	232
1 bx	Labels, Large 1½x2½	"		.13	.13	233
1 only	Notebook - Shorthand	"		.17	.17	234
2 pkg	Paper - Construction Asst Colors 12x18	"		.46	.92	235
1 pkg EACH	Paper - Construction 12x18 Pink and Red	"		.53	1.06	236
1 sheet	Paper Mounting Board Gray 22 x 28	"		.23	.23	237
2 bdls	Paste Sticks	"		.66	1.32	238
10 only	Pencils - Black Lead	"		.05	.50	239
1 EACH	Pencils - Blue, Red, Green	"		.08	.24	240
			Sub-Totals		7.72 (This Sheet)	
			Grand Totals			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Nicolet Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
1 only	Pencil - Correction for fluid dupli	Storeroom		.12	.12	241
20 only	Pencils - Drawing #2H	"		.06	1.20	242
1 pkg	Phase Strips Ruled 3x30	"		.23	.23	243
1 card	Pins, Straight	"		.14	.14	244
1 card	Pins, Safety	"		.07	.07	245
20 only	Plates - 6" Paper	"		.01	.20	246
20 only	Plates - 8" Paper	"		.01	.20	247
2 pkg	Sandpaper #1 8½x10½	"		.85	1.70	248
2 only	Scissors 5" (left)	"		.28	.56	249
1 only	Scissors 5" (right)	"		.26	.26	250
1 bx EACH	Stars Large 3/4" Blue, Gold	"		.06	.12	251
1 bx each	Stars, Small ½" Blue, Gold	"		.06	.12	252
			Sub-Totals		4.92	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Nicolet Activity (phase)

State Project Number Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
4 rolls	Tap e, Masking (drawing) 1"	Storeroom		.36	1.44	253
1 roll	Tape, scotch cellulose ½"x 1296 (small)	"		.19	.19	254
1 only	Yardstick	"		.25	.25	255
1 ream	Thermofax Copy Paper	"		9.08	9.08	256
				Sub-Totals	10.96	
				Grand Totals	(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Oak Grove - ACCT. 4290 Activity (phase)

State Project Number Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
2 only	Balls, large rubber 6" kdgn	Storeroom		.39	.78	257
2 only	Balls, Large, Rubber 13" Kdgn	"		2.09	4.18	258
1 bx	Brass Fasteners Nail Head	"		.34	.34	259
1 bx	Brass Fasteners ½" rd head	"		.32	.32	260
1 bx	Brass Fasteners 1" rd head	"		.48	.48	261
1 bx	Carbon Paper - Fluid Spirit duplicator UNIT	"		2.25	2.25	262
1 bx	Carbon Paper - Type D - (Thermofax copier)	"		3.53	3.53	263
1 pkg	Cards 3x5 Plain White	"		.09	.09	264
1 pkg	Cards 4x6 Plain White	"		.15	.15	265
1 pkg	Cards 5x8 Plain White	"		.23	.23	266
2 only	Cement - Rubber 1 pint	"		.36	.72	267
1 only	Clip Board	"		.27	.27	268
			Sub-Totals		13.34	
			Grand Totals		(This Sheet)	

Materials

SUBMIT FOUR COPIES

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Oak Grove Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses.						
4. Teaching Supplies and All Other Expenses for Instruction:						
2 bxs	Clips, Paper, Large	Storeroom		.20	.40	268
2 bxs	Clips, Paper, Small	"		.055	.11	270
2 bxs	Crayons KDGN (8 colors)	"		.20	.40	271
2 pkgs	Envelopes, Gummed & Clasped, 10 x 13	"		.70	1.40	272
2 pkgs	Envelopes, White, Plain, Large	"		.12	.24	273
2 pkgs	Envelopes, White Plain, Small			.09	.18	274
2 only	Erasers, Pencil	"		.08	.16	275
4 only	Folder - Expanding File pocket 9½x11 3/4	"		.29	1.16	276
2 only	Folder - Expanding 9½ x 14 3/4	"		.36	.72	277
5 only	Folders - Manila letter size	"		.02	.10	278
2 only	Jump ropes 12' length	"		.36	.72	279
6 only	Jump ropes 6' length	"		.18	1.08	280
			Sub-Totals		6.6"	
			Grand Totals		(This Sheet)	
					Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School: Lee Grove Activity (phase)

State Project Number Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
1 only	Notebook - Composition	Storeroom		.17	.17	300
1 Jar EACH	Poster Paint - Liquid Blue, Green, Magenta, Orange, Purple, Red,	White & Yellow		.42	3.36	300
1 pkg EACH	Paper Construction 9 x 12 Black, Blue, Green, Orange	Pink, Red & Yellow		Various	1.75	300
1 pkg EACH	Paper Construction 12 x 18 Black and Orange	"		Various	1.62	300
1 ream	Paper - Test 3/8" Ruled	"		.75	.75	300
5 only	Pencils - Black Lead	"		.05	.25	300
2 only	Pencils - Red	"		.08	.16	300
4 only	Pens, Brush (complete)	"		.29	1.16	300
1 card	Pins, Straight	"		.07	.07	300
1 only	Punch, Paper	"		.31	.31	300
1 pk	Rubber Bands - Large	"		.29	.29	300
2 only	Scissors 7" Right	"		.12	.24	300
			Sub-Totals		9.41	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LIST
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Oak Grove Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instructions:						
3 pads	Scratch Pads	Storeroom		.05	.15	789
1 bx	Staples - Standard Size	" "		.27	.27	790
1 bx EACH	Stars, Large 3/4" Gold, Green, and, Silver	"		.08	.24	791
1 roll	Tape, Masking (drawing) 3/8"	"		.30	.30	792
1 ream	Thermofax Copy Paper	"		9.00	9.00	793

Sub-Totals 10.84

Grand Totals (This Sheet)

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School F. D. Roosevelt - Acct. 4290 Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
2 only	Balls, Large, Rubber 6" KIGN	Storeroom		.39	.78	298
2 only	Balls, Large, Rubber Kdgn 13"	"		2.09	4.18	299
1 bx	Brass Fasteners Wd Head	"		.34	.34	300
1 bx	Brass Fasteners 1/2" Rd Head	"		.32	.32	301
1 bx	Brass Fasteners 1" long, Rd Head	"		.48	.48	302
1 bx	Carbon Paper - Type D - (Thermofax Copier)	"		3.53	3.53	303
1 pkg	Cards 3 x 5 Plain White	"		.09	.09	304
1 pkg	Cards 4 x 6 Plain White	"		.15	.15	305
1 pkg	Cards 5 x 8 Plain White	"		.23	.23	306
2 only	Cement - Rubber 1 pint	"		.36	[illegible]	307
2 only	Chip Board	"		.27	.27	308
1 bx	Carbon Paper - Fluid Spirit Duplicator UNIT	"		2.25	2.25	309
			Sub-Totals		13.34	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LIST
BY ACTIVITY (PHASE)

Title I - E.S.E.A.

School F. D. Roosevelt Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses.						
4. Teaching Supplies and All Other Expenses for Instruction:						
2 bxs	Clips, Paper, Large	Storeroom		.20	.40	310
2 bxs	Clips, Paper Small	"		.055	.11	311
2 bxs	Crayons - Kdgn 8 colors	"		.20	.40	312
2 pkgs	Envelopes - Gummed & Clasped 10 x 13	"		.70	1.40	313
2 pkgs	Envelopes (White) Plain - Large	"		.12	.24	314
2 pkgs	Envelopes, White Plain, Small	"		.09	.18	315
2 only	Erasers, Pencil	"		.08	.16	316
4 only	Folders - Expanding File pocket 9½ x 11 3/4	"		.29	1.16	317
2 only	Folders - Expanding File pocket 9½ x 14 3/4	"		.36	.72	318
5 only	Folders (Manila) letter size	"		.02	.10	319
2 only	Jump Ropes 12' length	"		.36	.72	320
6 only	Jump Ropes 6' lengths	"		.18	1.08	321
			Sub-Totals		6.67	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LIST
BY ACTIVITY (PHASE)

Title I - E.S.E.A.

School F. D. ROOSEVELT Activity (Phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses.						
4. Teaching Supplies and All Other Expenses for Instruction:						
1 only	Notebook - Composition	Storeroom		.17	.17	999
1 Jar	Poster Paint-Liquid-Blue	"		.40	.40	999
1 pkg EACH	Paper,Construction 9 x 12 Black, lt. Blue, Green Orange,Pink,Red and Yellow			Various	1.75	999
1pkg EACH	Paper Construction 12 x 18 Black and Orange.	Storeroom		Various	1.00	999
1 ream	Paper - Test 3/8" Ruled	"		.75	.75	999
5 only	Pencils Black .ead	"		.05	.25	999
2 only	Pencils, Red	"		.08	.16	999
4 only	Pens, Brush (complete)	"		.29	1.16	999
1card	Pins - Straight	"		.25	.25	999
1 only	Punch - Paper	"		[illegible]	[illegible]	999
1 bx	Rubber Bands - Large	"		.29	.29	999
2 only	Scissors 5" Alight	"		[illegible]	.50	999
					6.87	
		Sub-Totals			(This Sheet)	
		Grand Totals				

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTED
BY ACTIVITY (phase)

Title I - [illegible]

School F. D. ROOSEVELT Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses						
4. Teaching Supplies and All Other Expenses for Instructions						
3 pads	Scratch Pads	Storeroom		.05	.15	334
1 bx	Staples -Standard Size	"		.27	.27	335
1 bx EACH	Stars, Large 2/4" Gold, Green, Red, Silver	"		.06	.24	336
1 roll	Tape, Masking, Drawing 5/8"	"		.30	.30	337

Sub-Totals _____ [illegible]
(Each Sheet)

Grand Totals _____
Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Roosevelt - ACCT. 4290 Activity (phase)

State Project Number Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
2 bxs	Carbon Paper - Type D - (Thermofax Copier)	Storeroom		3.53	7.06	338
1 bx	Dots Blue, Gummed 1/4"	"		.10	.10	339
1 bx	Dots - Red Gummed 1/4"	"		.10	.10	340
1 pkg	Envelopes Gummed & Clasped 6 x 9	"		.41	.41	341
1 pkg	Envelopes Gummed & Clasped 9 x 12	"		.61	.61	342
1 pkg	Envelopes Gummed & Clasped 10 x 13	"		.70	.70	343
1 pkg	Envelopes Kraft Plain Large	"		.12	.12	344
1 pkg	Envelopes Kraft Plain, Small	"		.09	.09	345
1 Jar	Ink Remover - Duplicator Hand Cleaner	"		1.05	1.05	346
2 only	Jump Ropes - 12' length	"		.36	.72	347
6 only	Jump Ropes - 6' length	"		.18	1.08	348
1 pint	Paste - Runny (Elem - H.S.)	"		.79	.79	349
			Sub-Totals		12.79	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Roosevelt Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
1 bx EACH	Stars, Large 3/4" Blue, Green, Red, Silverm, Gold	Storeroom		.06	.30	350
1 bx EACH	Stars, Small 1" Blue, Green, Red, Silver & Gold "			.06	.30	351
1 btl	Type Cleaner	"		.55	.55	352
1 ream	Thermofax Copy Paper	"		9.08	9.08	353
			Sub-Totals		10.23	
			Grand Totals		(This Sheet)	

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LIST
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Tank - ACCT. 4290 Activity (phase)

State Project Number Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
6 only	Blotters, Green, 19 x 24	Storeroom		.08	.48	354
1 bx	Brass Fasteners Nail Head	"		.34	.34	355
1 bx	Brass Fasteners ½" Rd Head	"		.32	.32	356
1 bx	Brass Fasteners 1" long, Rd Head	"		.48	.48	357
1 bx	Carbon Paper Fluid (spirit) Duplicator UNIT	"		12.25	2.25	358
1 bx	Carbon Paper - Type D - (for Thermofax Copier)	"		3.53	3.53	359
1 pkg	Cards 3 x 5 Plain White	"		.09	.09	360
1 pkg	Cards 5 x 8 Ruled, White	"		.23	.23	361
8 pkgs	Envelopes Jumbo - Clasped 6 x 9	"		.41	3.28	362
6 only	*Envelopes 50 of 20 #8 Encl.	"		.08	.48	363
1 pkg	Envelopes Jumbo - Clasped 9 x 12	"		.61	.61	364
				Sub-Totals	12.09	
				Grand Totals	(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Tank _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
1 pkg	Envelopes Large Plain, White	Storeroom		.12	.12	365
1 only	Erasers - Scripto	"		.10	.10	366
2 only	Jump ropes 12'length	"		.36	.72	367
4 only	Jump Ropes 6' lengths	"		.18	.72	368
2 bx	Labels, Large 1½ x 2½	"		.13	.26	369
2 bxs	Labels, Small, 1¼ x 1 3/4"	"		.14	.28	370
1 roll EACH	Tape, 3" x 108" Brown, Green, Red	"		1.42	4.26	371
1 only	Notebook - Shorthand	"		.17	.17	372
1 pkg	Paper - Construction 9 x 12 Asstd Colors	"		.24	.24	373
1 pkg	"Paper Construction 9 x 12 Blue, Lt. Blue, Orange - Yellow"			.24	.96	374
		Sub-Totals			7.03	
		Grand Totals			(This Sheet) Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Tank Activity (phase)

State Project Number Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses.						
4. Teaching Supplies and All Other Expenses for Instruction:						
1 pkg	Paper - Construction 12 x 18 Asstd Colors	Storeroom		.46	.46	375
1 ream	Paper Test 3/8" ruled	"		.75	.75	376
10 only	Pencils - Black Lead	"		.05	.50	377
2 rolls	Tape - Masking, drawing 1"	"		.36	.72	378
1 roll EACH	Tape - Paper, Gumed, Art Mtls. Green, Lt.Green, Red, Orange, Yellow, blue			.[illegible]	2.94	379
1 spool EACH	Thread No. 40 Black & White	"		.24	.48	380
1 bx	Thumb Tacks	"		.12	.12	381
1 ream	Thermofax Copy Paper	"		9.08	9.08	382
			Sub-Totals		15.05	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Nequiock - ACCT. 4290 Activity (phase)

State Project Number Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
2 bxs	Clips, Paper, Large	Storeroom		.20	.40	301
2 bxs	Clips, Paper, Small	"		.055	.11	302
1 pkg	Envelopes, Gummed & clasped 9 x 12	"		.61	.61	303
2 pkgs	Envelopes Kraft Plain, Large	"		.12	.24	304
40 only	Folders, Manila letter size	"		.02	.80	305
1 only	Jump rope 12' length	"		.36	.36	306
6 only	Jump ropes 6' length	"		.17	1.08	307
3 pkgs	Paper - Construction 9 x 12 Asstd Clors	"		.24	.72	308
1 rm	Paper - Drawing White 9 x 12	"		1.14	1.14	309
2 only	Pencils colored lead Blue	"		.08	.16	310
2 only	As above Green	"		.08	.16	311
4 only	as above Red	"		.08	.32	312
			Sub-Totals		6.10	
			Grand Totals		(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Sequiock Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
20 only	Pencils - Drawing #2H	Storeroom		.06	1.20	395
1 only	Plan Book - Teacher's Lesson	"		1.33	1.33	396
5 pads	Scratch Pads	"		.05	.25	397
1 only	Stapler	"		3.15	3.15	398
1 bx	Staplers - Standard Size	"		.27	.27	399
2 rolls	Tape - Masking (drawing) 3/4"	"		.37	.74	400
2 rolls	Tape - Masking (drawing) 1"	"		.36	.72	401
1 roll	Tape - scotch cellulose 1/2" x 1296 (small)	"		.19	.19	402

Sub-Totals 7.80 (This Sheet)

Grand Totals _____ Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LIST
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Whitney - ACCT. 6290 Activity (phase)

State Project Number Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses.						
4. Teaching Supplies and All Other Expenses for Instruction						
1 only	Blotter, Green 19 x 24	Stagerson		.08	.08	473
1 bx	Brass Fasteners Nail Head	-		.34	.34	474
1 bx	Brass Fasteners 1" Big Head	-		.32	.32	475
1 bx	Brass Fasteners 1" Long, Big Head	-		.68	.68	476
1 bx	Carbon Paper - Plain (Spirit) Duplicator Unit	-		2.25	2.25	477
1 bx	Carbon Paper - Type 2 - (Thermofax Copier)	-		3.53	3.53	478
2 pkg	Cards 4 x 6 Plain White	-		.15	.30	479
4 bxs	Clips, Paper, Large	-		.20	.80	430
2 bxs	Clips, Paper, Small	-		.055	.11	431
1 pkg	Doilies 5" Paper	-		.14	.14	432
1 pkg	Doilies 6" Paper			.18	.18	433
1 pkg	Doilies 8" Paper	-		.27	.27	434
			Sub-Totals		8.80 (This Sheet)	
			Grand Totals			

Materials

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Page 41

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E Subject

School Whitney Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses (or Instruction)						
1 pkg	Envelopes - Gummed & Clasped 9 x 12	Storeroom		.61	.61	A15
2 pkgs	Envelopes - Kraft Plain Large	"		.12	.24	A16
3 only	Erasers - Chalkboard cleaners, classroom size	"		.45	1.35	A17
4 only	Erasers - Pencil	"		.08	.32	A18
1 only	Files 6" slim tapered	"		.20	.20	A19
5 only	Folders - Expanding File pocket 9 x 14 3/4"	"		.36	1.80	A70
5 only	Folders - Manila letter size	"		.02	.10	A71
1 only	Jump rope 12' length	"		.36	.36	A77
4 only	Jump Ropes 6' lengths	"		.18	.72	A78
2 bxs	Labels, Large 1½ x 2½	"		.13	.26	A74
1 bx	Labels Small 1½ x 1 3/4	"		.14	.14	A75
1 only	Notebook - Shorthand	"		.17	.17	A76
					6.46	
		Sub-Totals			(This Sheet)	
		Grand Totals			Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (Phase)

Title I - [illegible]

School Whitney Activity (Phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses						
4. Teaching Supplies and All Other Expenses for Instructions						
1 only	Notebook Rings 2" diameter	Storeroom		.12	.20	[illegible]
1 pkg EACH	Paper Construction 9 x 12 Black, Lt. Blue, Brown, Orange, Pink, Red, Yellow	Visible, White,		Various	1.25	[illegible]
1 pkg EACH	Paper Construction 12 x 18 Blue and Green	Storeroom		.47	.54	[illegible]
1 ream	Paper, writing, 1" ruled w/guide lines Gr 1	"		.02	.40	[illegible]
1 ream	Paper, writing, 1" ruled w/guide lines Gr 2	"		.02	.40	[illegible]
1 pad	Paper - Typing pads 8½ x 11	"		.14	.14	[illegible]
2 bdls	Paste Sticks	"		.06	1.38	[illegible]
10 only	Pencils Black Lead	"		.70	.50	[illegible]
1 only	Pencils - Blue	"		.70	.08	[illegible]
10 only	Pencils Drawing #2H	"		.06	.60	[illegible]
10 only	Pencils Drawing #3 H	"		.06	.60	[illegible]
1 only	Pens, Brush (complete)	"		.29	.29	[illegible]
			Sub-Totals		7.78 (This Sheet)	
			Grand Totals		Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School Whitney Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
A. Materials (Continued)						
B. School Library Books and All Library Expenses:						
C. Teaching Supplies and All Other Expenses for Instruction:						
50Pkg	Phrase Strips 3 x 30	Storeroom		.23	.23	439
1 pkg	Pins, Safety	"		.14	.14	440
1 pkg	Pins, Straight	"		.07	.07	441
2 pads	Scratch Pads	" "		.05	.10	442
1 pk	Suspension Rings (gummed picture hangers)	"		.25	.25	443
4 rolls	Tape, Masking (drawing) .1"	"		.36	1.44	444
1 roll	Tape, Paper, gummed, colors: Blue	"		.49	.49	445
1 roll	Tape - scotch cellulose ¾ x 1296	"		.19	.19	446
1 box	Thumb Tacks	"		.12	.12	447
1 only	Yardstick	"		.25	.25	448
1 only	Staple remover	"		[illegible]	[illegible]	449
1 pkg	Thermofax Copy Paper	"		9.08	9.08	450
		Sub-Totals			12.72	
		Grand Totals			(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Price	Extension	Item No.
MATERIALS: Continued						
3. School Library Books and All Library Papers						
4. Teaching Supplies and All Other Expenses [illegible]						
CLINC: ACCT: 4290						
2	Crab Sr.	Dorothea Alcock		1.50	3.00	451
2	Crab Jr.	"		1.50	3.00	452
13	Child Management, A Program for Parents	Ann Arbor Publishers		3.00	39.00	453
13	Between Parent and Child	Avon Publishers		1.25	16.25	454
1	Classroom Kits Snowmobiles	Downer	490	29.99	29.99	455
1	Surfing	"	378	29.99	29.99	456
13	What To Do When There's Nothing To Do	Dell Publishing		.95	12.35	457
1	Turning Kids on and Off	Child V. Publishing		3.50	3.50	458
13	I'm O.K.-Your O.K.	Harper & Row		5.95	77.35	459
13	Reality Therapy	"		4.95	64.35	460
1	Preparing your Child for Reading	Holt, Rinehart & Winston		5.95	5.95	461
1	The School In Rose Valley	John Hopkins Press		8.95	8.95	462
				Totals	293/60 (This Sheet)	
				Grand Totals	Materials	

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[illegible]
BY ACTIVITY [illegible]

[illegible]

School _____ Activity [illegible] _____

State Project Number _____ Date _____

Quantity	Instructional Material	[illegible]	[illegible]	[illegible]	Extension	Item No.
MATERIALS: Continued						
3. School Library [illegible]						
4. Teaching Supplies and [illegible]						
CLINIC:						
1	Intermediate Reading	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1	Reading Individual Needs in Reading	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1	Parents and Reading	"	[illegible]	[illegible]	[illegible]	[illegible]
1	Reading Goals for the Disadvantaged	"	[illegible]	[illegible]	[illegible]	[illegible]
1	Reading Diagnosis and Evaluation	"	[illegible]	[illegible]	[illegible]	[illegible]
1	Conducting Inservice Programs in Reading	"	[illegible]	[illegible]	[illegible]	[illegible]
1 bx.	True Self-Skill Paper	Modern Business Machines, Inc.		[illegible]	[illegible]	[illegible]
1 bx.	True Self-Skill Paper	"		[illegible]	[illegible]	[illegible]
25	Teacher's Orientation Handbook	National Reading [illegible]		[illegible]	[illegible]	[illegible]
13	Tested Way To Help Your Child Learn In	[illegible]		[illegible]	[illegible]	[illegible]
13	Teaching Mathematics in the Homes	[illegible]		[illegible]	[illegible]	[illegible]

[illegible] 558.46
(This Sheet)

Grand Totals _____ Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - [illegible]

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Title or Supplier	Catalog No.	Unit Cost	Extension	Item No
MATERIALS: Continued						
3. School Library [illegible]						
4. Teaching Supplies and All Other Expenses [illegible]						
CLINICS: 1 kit	Matter of Bores	T.C.Smith	[illegible]	99.00	99.00	474
1 kit	Time To Think	"	[illegible]	99.00	99.00	475
1	Password Game	Game The Learning	[illegible]	2.25	2.25	476
2	Daghouse Game	"	[illegible]	1.50	3.00	477
2	Bee	"	[illegible]	3.50	7.00	478
2	Aura Cards	"		5.00	10.00	479
2	It's A Small World	"	[illegible]	1.50	3.00	480
2	Tumble Words	"		1.29	2.58	481
2	Split Words	"		2.50	5.00	482
1	Prest. Visual. and Expressions Set 1	Photoarts	[illegible]	35.00	35.00	483
1	Set 2 Learning Expressions	"	[illegible]	35.00	35.00	484
1	American Crown Series; Progress C	Wisconsin School Service		30.00	30.00	485
					330.83	
					(This Sheet)	
					Materials	

EQUIPMENT AND INSTRUCTIONAL MATERIALS ADDITIONS
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity Code _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Name of Supplier	Catalog No.	Unit Price	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and Periodicals						
4. Teaching Supplies and All Other Expenses for Instruction						
CLINIC: 1	America Grows Series: Program C-4	Wisconsin School Series		30.00	30.00	486
1	America Grows Series Program C-5	"		40.00	40.00	487
				Sub-Totals	70.00 (This Sheet)	
				Grand Totals		

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and Hardware Materials						
4. Teaching Supplies and All Other Expenses for Instructions						
FORT HOWARD SCHOOL: ACCT. 4290						
1	Jr. Crab	Dorothea Alcock		1.50	1.50	488
1	Sec. Crab	Same		1.50	1.50	489
1	Advanced Crab	Same		1.50	1.50	490
1 kit	Duso D-IR	American Guid. Assoc., Inc.	[illegible]	85.00	85.00	491
2	Jim Forest and the Phantom Crater	Field Educational Publication, Inc.	[illegible]	2.25	4.50	492
2	Jim Forest and the Plane Crash	Same	[illegible]	2.25	4.50	493
1	Rhythm Time #2	Frontier Book Distributors	[illegible]	5.99	5.99	494
1 bx.	Primary Reading Series	Same	[illegible]	16.95	16.95	495
1	Handbook For Perceptional Development Teasers	Millard L. Ford		5.95	5.95	496
1	Arrow Book of Brain	Scholastic Book Services	[illegible]	.50	.50	497
1	" " of Crossword Puzzles	Same	[illegible]	.50	.50	498
1	" " of Project Fun	Same	[illegible]	.50	.50	499
				Totals	128.89 (This Sheet)	
				Grand Totals		

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (Phase

Title I - [illegible]

School _____ Activity (Phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Name of Supplier	[illegible]	[illegible]	Extension	Item No.
MATERIALS: Continued						
3. School Library Books and [illegible]						
4. Teaching Supplies and All Other Expenses [illegible]						
FORT HOUSTON SCHOOL:						
1	Project Arrow Book of Tricks and	Scholastic Book Services	[illegible]	[illegible]	[illegible]	[illegible]
1	[illegible] of Word Games	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	Girls Project Book for Boys &	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	[illegible] Book	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	Arrow Book of [illegible]	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	Just [illegible]	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	A Very Special House	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	A Boy, A Dog and A Frog	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	George and the Robbers	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	Who Took The Farmer's Hat	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	Bird In the Hat	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	It's Mine	Same	[illegible]	[illegible]	[illegible]	[illegible]
				(Total)	4.75	
					(This Sheet)	
				Grand Total		
					Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Source Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction						
FOOT MOUNTED SCHOOL:						
1	Harry's ~~Strand~~ Monkey	Scholastic Book Services	8062	.50	.50	512
1	Look Out, Mrs Doodlepunk	Same	105	.50	.50	513
1	The Lucky Cookbook for Boys and Girls	Same	8781	.60	.60	514
1	Lucky Book of Riddles	Same	[illegible]	.35	.35	515
1	The Magic Fish	Same	8069	.50	.50	516
1	[illegible] Secrets	Same	[illegible]	.60	.60	517
1	Mr. Rabbit and the Lovely Present	Same	2923	.75	.75	518
1	My Bee and String	Same	109	.50	.50	519
1	Not This Door	Same	1556	.60	.60	520
1	Out and In	Same	4457	.50	.50	521
1	Silly Sam	Same	8757	.60	.60	522
1	Tricky Tricks	Same	8758	.50	.50	523
				Total	6.50	
					(This Sheet)	
				Grand Totals		
					Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Use or Supplier	Catalog No.	Unit Cost	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and All Library Materials						
4. Teaching Supplies and All Other Expenses for Instruction						
FORT HOWARD:						
1	That's What Friends are For	Scholastic Book Services	3422	.75	.75	524
1	The Witch Next Door	Same	342	.50	.50	525
1	The Witches Christmas	Same	9214	.50	.50	526
1	Zany Zoo	Same	2430	.60	.60	527
1	A Was Once An Apple Pie	Same	8712	.75	.75	528
1	Henny Penny	Same	8732	.75	.75	529
1	I Know An Old Lady	Same	2967	.60	.60	530
1	Old Charlie	Same	1314	.60	.60	531
1	Three Dollar Mule	Same	8594	.60	.60	532
1	Charlie The Tramp	Same	2254	.60	.60	533
1	350 Ideas For Teachers	The Learning Shop	70018	2.95	2.95	534
1	Educational Games and Activities	Same	21121	3.50	3.50	535
				Total	12.70	
					(This Sheet)	
				Total		

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Page 52

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Name of Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: Continued						
3. School Library Books and Other Reference Materials						
4. Teaching Supplies and All Other Expenses for Instruction						
FORT HOWARD:						
1	Spill and Spell	The Learning Shop	102	3.95	3.95	536
1	ABC Game	Same	2162	1.10	1.10	537
1	Alpha et Bingo	Same		3.95	3.95	538
1	Perception Task Cards	Same	7315	13.00	13.00	539
1	Tray Puzzles Phonics	Same	3700	9.50	9.50	540
1	Tray Puzzles Grammar	Same	3710	9.50	9.50	541
1	Silly Sounds	Same	2401	6.00	6.00	542
1	Sea of Vowels	Same	2402	6.75	6.75	543
1	Me	Same	363	2.99	2.99	544
1	Where Is Home	Same	364	2.99	2.99	545
1	Tellin Tails	Same	365	2.99	2.99	546
1	Through The Day	Same	366	3.99	3.99	547

Total: 44.71 (This Sheet)

Total Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.A.

Annual _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Or Supplies	Catalog	Price	Extension	Item No
MATERIALS: Continued						
3. School Library Books and Other Reference						
4. Teaching Supplies and All Other Expenses for Instruction						
FORT HOWARD:						
1	Things To Do	The Learning Shop	367	3.99	3.99	548
1	How Does It Feel	Same	368	3.99	3.99	549
1	Karting	Same	271	2.60	2.60	550
1	Motorcycles	Same	274	2.60	2.60	551
1	Drag Racing	Same	275	2.60	2.60	552
1	Horses	Same	277	2.60	2.60	553
1	Dune Buggie	Same	282	2.60	2.60	554
1	Mini Bikes	Same	494	2.60	2.60	555
1	Snowmobiles	Same	490	2.60	2.60	556
1 kit	Day Loring Learning Readiness	Webster McGraw		148.00	148.00	557
1	Fun and Fitness	Frontier Book	135	5.99	5.99	558
1	Rope Jumping and Ball Handling	Same	137	5.99	5.99	559
				Total	204.16 (This Sheet)	
				Grand Totals		Materials

SUBMIT FOUR COPIES

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Page 5

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Material	Description of Supplier	Catalog No.	Price Each	Extension	Item No.
MATERIALS: (Continued)						
2. School Library Books and Periodicals						
4. Teaching Supplies and Activity Materials						
FORT MCHENRY:						
3	Basic Motor & Fall Skill	Teacher Book	504	4.99	4.99	440
3	Rhythm Time Ø	Tape	525	4.99	4.99	441
3	Skill Mastery Instructional Program Level II	Hole, Stinkert and Crater		203.40	203.40	442
				Totals	185.58	
				Grand Totals	This Sheet	

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Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Page [illegible]

Title I - E [illegible]

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Source Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library [illegible]						
4. Teaching Supplies and [illegible]						
NONE: [illegible]						
1	Jr. Grab	Sampling Block		1.50	1.50	[illegible]
1	Sr. Grab	Same		1.50	1.50	[illegible]
1	Advanced Grab	Same		1.50	1.50	[illegible]
1	Level I Peabody Language Kit	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1	Body [illegible]	The Learning Shop	[illegible]	4.95	4.95	[illegible]
1	Parquetry Design Blocks	Same	[illegible]	3.00	3.00	[illegible]
1	Pick-Pairs Card Game	Same	[illegible]	3.00	3.00	[illegible]
1	Perception Task Cards	Same	[illegible]	13.00	13.00	[illegible]
1	Cross the Brook	Same	[illegible]	12.00	12.00	[illegible]
1	Tray Puzzle	Same	[illegible]	9.50	9.50	[illegible]
1	Color & Shape Dinos	Same	[illegible]	3.95	3.95	[illegible]
1	Alphabet Dinos	Same	[illegible]	3.95	3.95	[illegible]
			Totals		[illegible]	
					(This Sheet)	
			Grand Totals			
					Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E S.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Description, Material	Name of Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS (Continued)						
3. School Library Book and Other Reference						
4. Teaching Supplies and Activities Regarding Materials						
MEMO:						
1	Alphabet Chart Pun	The Laughing Shop	[illegible]	[illegible]	[illegible]	[illegible]
1	Charge Lotto	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	Build & Story	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	Things To Make From Lots and Lots	Same		[illegible]	[illegible]	[illegible]
1	Sorts	Same		[illegible]	[illegible]	[illegible]
1	Working with Wood Tools	Same		[illegible]	[illegible]	[illegible]
1	Fruit & Vegetables Stamps	Same		[illegible]	[illegible]	[illegible]
1	Hand Painted Patches	Same		[illegible]	[illegible]	[illegible]
1	Home Made Gamal Dow Ins	Same		[illegible]	[illegible]	[illegible]
1	Painted Bottles & Flasks	Same		[illegible]	[illegible]	[illegible]
1	Kids Morning	Kids Morning		[illegible]	[illegible]	[illegible]
1	Seasonal & Larger	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
			Totals		[illegible] (This Sheet)	
			Total Totals			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Source Supplier	Catalog No.	Unit Price	Extension	Item No.
MATERIALS: (Continued)						
B. School Library Books and [illegible]						
C. Teaching Supplies and [illegible]						
NONE						
1	Father Puppet	Valley School Supply	312-[illegible]	2.50	2.50	587
1	Mother "	Same	312-[illegible]	2.50	2.50	588
1	Boy "	Same	312-[illegible]	2.50	2.50	589
1	Girl "	Same	312-[illegible]	2.50	2.50	590
1	Farmer "	Same	312-[illegible]	2.50	2.50	591
1	Horse "	Same	312-[illegible]	1.50	1.50	592
1	Bunny "	Same	312-[illegible]	1.50	1.50	593
1	Dragon "	Same	312-[illegible]	1.50	1.50	594
1	Tiger "	Same	312-[illegible]	1.50	1.50	595
1	Goat "	Same	312-[illegible]	1.50	1.50	596
1	Pig "	Same	312-[illegible]	1.50	1.50	597
1	Lion "	Same	312-[illegible]	1.50	1.50	598
			Totals		23.00 (This Sheet)	
			Grand Totals		Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E (E.A.)

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Name of Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and [illegible]						
4. Teaching Supplies and All Other Expenses for Instruction						
HOME:						
1	Fireman Puppet	Valley School Supplies	317-[illegible]	2.50	2.50	599
1	Policeman "	Same	317-[illegible]	2.50	2.50	600
1	Postman "	Same	317-[illegible]	2.50	2.50	601
1	Mouse "	Same	317-[illegible]	1.50	1.50	602
1	Dog "	Same	317-[illegible]	1.50	1.50	603
1	Rooster "	Same	317-[illegible]	1.50	1.50	604
1	Bear "	Same	317-[illegible]	1.50	1.50	605
1	Monkey "	Same	317-[illegible]	1.50	1.50	606
1	Twister	Same	8645	6.00	6.00	607
1	Peg Board 10"x 10"	Same	[illegible]	1.50	1.50	608
1	Wooden Cars	Same	[illegible]	4.50	4.50	609
1	Landscape Peg Set	Same	[illegible]	4.00	4.00	610
			Sub-Totals		31.00 (This Sheet)	
			Grand Totals			

Materials

SUBMIT FOUR COPIES

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School__________________ Activity (phase)__________

State Project Number__________ Date__________

Quantity	Instructional Materials	[illegible]	Catalog No.	Unit Cost	Materials	Item No.
MATERIALS: (Continued)						
3. School Library [illegible]						
4. Teaching Supplies and [illegible]						
MCWL: 2 sets	Level I	[illegible]	[illegible]	22.95	45.90	411
1	Cassette Tapes to Level I	Same		31.34	31.34	412
2 sets	Level II	Same	[illegible]	22.95	45.90	413
1	Cassette Tapes to Level II	Same		31.34	31.34	414
2 sets	Level III	Same	[illegible]	22.95	45.90	415
1	Cassette Tapes to Level III	Same		31.34	31.34	416

Totals [illegible] (This Sheet)

[illegible] Total [illegible] Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING BY ACTIVITY (phase)

Title I - E.S.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and Other Materials						
4. Teaching Supplies and All Other Expenses for Instruction						
JEFFERSON: ACCT. 4290						
1	Jr. Seat	Houghton Mifflin		1.50	1.50	617
1	Sr. Seat	Same		1.50	1.50	618
1	Advanced Seat	Same		1.50	1.50	619
1	Music for Physical Fitness	Sweeney	[illegible]	5.99	5.99	620
1	Fun and Fitness	Same	[illegible]	5.99	5.99	621
1	Rope Jumping and Ball Handling	Same	[illegible]	5.99	5.99	622
1	Basic Motor and Ball Skills	Same	[illegible]	5.99	5.99	623
1	Reading Games That Teach Book V	Houghton Mifflin		1.95	1.95	624
1	Book II Reading Comprehension	Same		1.95	1.95	625
1	Reading Games	Same		2.50	2.50	626
1	Listening Games	Same		2.50	2.50	627
1	Becoming a Learner	Chas. Merrill	[illegible]	9.95	9.95	628
				Sub-Totals	47.31 (This Sheet)	
				Grand Totals		

Materials

SUBMIT FOUR COPIES

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Material	Name of Supplier	Catalog No	Unit Cost	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and All Other Reading Materials						
4. Teaching Supplies and All Other Expenses for Instruction						
Jefferson:						
1	Word Games Reading Lab.I	J.E.A.	3-1700	106.95	106.95	429
1	Bunny	Valley School Supplies	316-434	1.50	1.50	430
1	Horse	Game	312-418	1.50	1.50	431
1	Dragon	Game	312-483	1.50	1.50	432
1	Tiger	Game	312-601	1.50	1.50	433
1	Goats	Game	312-709	1.50	1.50	434
1	Pig	Game	312-717	1.50	1.50	435
1	Lion	Game	312-725	1.50	1.50	436
1	Policeman	Game	312-676	2.50	2.50	437
1	Fireman	Game	312-668	2.50	2.50	438
1	Postman	Game	312-684	2.50	2.50	439
1	Mouse	Game	312-400	1.50	1.50	440
			Sub-Totals		126.45 (This Sheet)	
			Grand Totals			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and Other Materials						
4. Teaching Supplies and All Other Expenses for Instruction						
JEFFERSON:						
1	Dog	Teller School Supplies	312-275	1.50	1.50	643
1	Father	Same	312-510	2.50	2.50	642
1	Mother	Same	312-527	2.50	2.50	643
1	Boy	Same	312-534	2.50	2.50	644
1	Girl	Same	312-543	2.50	2.50	645
1	Farmer	Same	312-550	2.50	2.50	646
1	Word Family Fun	Same	2193	3.75	3.75	647
1	Tell Time Quizmo	Same	0375	3.75	3.75	648
1	Dial 'n Spell	Same	4723	3.75	3.75	649
1	Educational Password	Same	7513	3.75	3.75	650
1	Phonic Rummy	Same	2166B	3.50	3.50	651
			Sub-Totals		30.50 (This Sheet)	
			Grand Totals			

Materials

SUBMIT FOUR COPIES

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E [illegible]

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Material	Supplier	Item No.	Unit	Extension	Item No.
MATERIALS: Continued						
3. School Library [illegible]						
4. Teaching Supplies and Additional Supplies [illegible]						
KELLER: ACCT.4290						
1	Number Bingo	[illegible] School Supply	[illegible]	[illegible]	[illegible]	[illegible]
1	Alphabet Bingo	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	Color Bingo	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	Initial Consonant Bingo	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	Developing Understanding Of Self and Others	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1	The Zoo and the Circus Book	Owner	[illegible]	[illegible]	[illegible]	[illegible]
1	The Zoo and the Circus Record	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	Winter Days Book	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	Winter Day Record	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	Spring Secret Book	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	Spring Secret Record	Same	[illegible]	[illegible]	[illegible]	[illegible]
1	A Summer Day On the Farm Book	Same	[illegible]	[illegible]	[illegible]	[illegible]
			Total		[illegible] (This Sheet)	
			[illegible]		Materials	

SUBMIT FOUR COPIES

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Color Supplier	Catalog No	Unit Cost	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction						
MILLER:						
1	Farm Record A Summer Day On The	Bowmar	628	6.99	6.99	664
1	Autumn Book	Same	622	3.95	3.95	665
1	Autumn Record	Same	634	6.99	6.99	666
1	Book Camping In the Mountains	Same	618	3.95	3.95	667
1	Record Camping In the Mountains	Same	630	6.99	6.99	668
1 bx	Large Parquetry Designs	Developmental Learning Materials	P 114	3.75	3.75	669
2 bx.	Large Parquetry	Same	W 113	3.00	6.00	670
1 set	Talking Bookshelf	Educational Reading Service		13.25	13.25	671
1	Move-Grow-Learn Frostig	Follet Education	3530	9.96	9.96	672
1	Teacher's Guide Frostig	Same	3566	3.54	3.54	673
1	Helping Your Child with Reading	Garrard		.25	.25	674
1	Helping Your Child with Spelling	Same		.25	.25	675
			Sub-Totals		65.87 (This Sheet)	
			Grand Totals			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books [illegible]						
4. Teaching Supplies and All Other Expenses for Instruction						
KITS:						
1	Readiness For Learning	Garrard		.75	.75	276
1	Perception Task Cards	The Learning Shop	2016	13.00	13.00	277
1 kit	A. Spelling Learning Game	Lyons & Carnahan		28.50	28.50	278
1 kit	B " "	Game		28.50	28.50	279
1	Becoming a Learner	Chas. Merrill	6435	5.95	5.95	280
1	Judy Cook Book for Boys and Girls	Scholastic	8781	.45	.45	281
2	Lucky Sew It yourself Book	Same	157	.45	.90	282
1	Puppet Party	Same	0288	.60	.60	283
1	The Witches Christmas	Same	0216	40	.40	284
1	How To Create Codes and Send Secret Messages	Same	2400	.45	.45	285
1	The Laugh Book	Same	0250	.66	.66	286
1	Favorite Rhymes	Same	4402	1.70	1.70	287
				Sub-Totals	85.86 (This Sheet)	
				Grand Totals		

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Name of Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Other Items						
4. Teaching Supplies and All Other Expenses for Instruction						
KITS:						
1	Book and Record Comb.	Scholastic	[illegible]	8.37	8.37	400
1	Bunny	Valley School Supplies	[illegible]	1.50	1.50	[illegible]
1	Horse	Same	312-[illegible]	1.50	1.50	400
1	Dragon	Same	312-[illegible]	1.50	1.50	[illegible]
1	Tigers	Same	312-[illegible]	1.50	1.50	402
1	Goats	Same	312-[illegible]	1.50	1.50	403
1	Pig	Same	312-[illegible]	1.50	1.50	[illegible]
1	Father	Same	312-[illegible]	2.50	2.50	[illegible]
1	Mother	Same	312-[illegible]	2.50	2.50	[illegible]
1	Boy	Same	312-[illegible]	2.50	2.50	[illegible]
1	Girl	Same	312-[illegible]	2.50	2.50	[illegible]
1	Farmer	Same	312-[illegible]	2.50	2.50	[illegible]
			Sub-Totals		29.67 (This Sheet)	
			Grand Totals			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Type of Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and Other Library Services						
4. Teaching Supplies and Allocated Expenses for Instruction						
KILLER:						
1	World Family Fun	Valley School Supplies	2183	3.75	3.75	700
1	Tell Time Quizzes	Same	[illegible]	3.75	3.75	701
1	Dial "N" Spell	Same	[illegible]	2.25	2.25	702
1	Educational Password Game	Same	[illegible]	2.25	2.25	703
1	Phonic Dummy	Same	[illegible]	1.50	1.50	704
1	Phonic Dummy	Same	[illegible]	1.50	1.50	705
1	Dog House Game	Same	[illegible]	1.50	1.50	706
1	Word Blends	Same	[illegible]	.05	.05	707
1 kit	Developing Learning Readiness	Lakeshore Kalmar		140.00	140.00	708
1 set	Level I	Holt, Rinehart & Winston	[illegible]	22.95	22.95	709
1 set	Level II	Same	[illegible]	22.95	22.95	710
1	Level I	Same		36.14	36.14	711
1	Level II	Same		36.14	36.14	712
			Sub-Totals		303.51	
					(This Sheet)	
			Grand Totals			
					Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School________________ ___Activity (phase)________________

State Project Number______ ______ Date______________

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and [illegible]						
4. Teaching Supplies and All Other Expenses for Instruction						
KELLER:						
1	Music Physical Fitness	Bowmar	135	6.00	6.00	723
1	Fun and Fitness	Same	136	6.00	6.00	724

Sub-Totals		[illegible] (This Sheet)
Grand Totals		

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School: _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Units	Description	Supplier	Catalog No.	Unit Price	Extension	Item No.
MATERIALS: (continued)							
LINCOLN: ACCT. 4290							
1	Jr. Grab	Dorothea Alcock	*****		1.50	1.50	715
1	Sr. Grab	Same			1.50	1.50	716
1	Advanced Grab	Same			1.50	1.50	717
1 kit	DUSO D-1C Level 1	American Guidance Service, Inc.	C-281		85.00	85.00	718
1 kit	Peabody Language	Same	C-311		57.00	57.00	719
1 set	Letters	E.T.A. Educ. Media			4.98	4.98	720
1 set	Numbers	Same			4.98	4.98	721
1	Ditto-Shapes Up & Down	Same			4.98	4.98	722
1	What Is A Birthday Child	Same			3.24	3.24	723
1	Do You Know What	Same			3.24	3.24	724
1	Father Is Big	Same			3.24	3.24	725
1ea.	Lg. Parquetry Designs	Development Learning Materials	P114		3.75	3.75	726
					Subtotal	174.91 (This Sheet)	
					Grand Total		

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
or ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity Phase _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Supplier	Catalog No.	Unit Price	Extension	Item No
MATERIALS (continued)						
3. School Library Books						
4. Teaching Supplies and Activities Expenses for Instruction						
LINCOLN: 2 bxs.	Lg.Parquetry	Developmental Learning Mtls.	W113	2.00	4.00	728
1	Frostig-Move Grow Learn	Follett	C530	9.96	9.96	729
1	Frostig-Teacher's Guide	Same	3566	3.54	3.54	730
1	Helping Your Child with Reading	Garrard		.25	.25	731
1	Helping Your Child with Spelling	Same		.25	.25	732
1	Reading For Reading	Same		.75	.75	733
set of 4C	Young Owl Books	Holt, Rienhart & Winston	SBN C3-72H6C	$4.96	$4.96	734
1	Body Concept Ditto Masters	The Learning Shop		4.95	4.95	735
1	Color & Shape Bingo	Same	T-101	3.95	3.95	736
1	Alphabet Bingo	Same	T-103	3.95	3.95	737
1	Alphabet Chart Fun	Same	T-105	3.00	3.00	738
1	Build A Story		7018	3.00	3.00	739
				Sub-Total	124.56 (This Sheet)	
				Grand Total		

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Material	Supplier	Catalog No.	Price	Extension	Item No.
MATERIALS (continued)						
3. School Library						
4. Learning Supplies and All Other Expenses of Instruction						
LINCOLN						
1	Shapes Lotto	The Learning Shop	599	16.50	16.50	740
1	Batik	Same		1.30	1.30	741
1	Things To Make From Odds and Ends	Same		1.30	1.30	742
1	Working With Metal Foils	Same		1.30	1.30	743
1	Fruit and Vegetables Figures	Same		1.30	1.30	744
1	Hand Painted Fabrics	Same		1.30	1.30	745
1	Homemade Enamel Jewelry	Same		1.30	1.30	746
1	Painted Bottles & Glasses	Same		1.30	1.30	747
1	Carving Wooden Animals	Same		1.30	1.30	748
1	Guide to Clay Modeling	Same		1.30	1.30	749
1	Strings & Rafice Figures	Same		1.30	1.30	750
1	Basket Weaving	Same		1.30	1.30	751
			Sub-Total		30.80 (This Sheet)	
			Grand Totals		Materials	

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EQUIPMENT AND UNIT COST MATERIALS LISTING
OF ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity Phase _____

State Project Number _____ Date _____

Quantity	Description	Supplier	Unit Cost	Total	Extension	Item No.
MATERIALS (continued)						
LINCOLN:						
1	Bead Necklaces	The Learning Shop		1.30	1.30	752
1	Cane and Raffed	Same		1.30	1.30	753
1	Christmas Crafts	Same		1.30	1.30	754
1	Coconut Craft	Same		1.30	1.30	755
1	Flowers and Grasses	Same		1.30	1.30	756
1	Easter Eggs	Same		1.30	1.30	757
1	Mobiles	Same		1.30	1.30	758
1	Painting With Lacquer	Same		1.30	1.30	759
1	Paper Paste and Scissors	Same		1.30	1.30	760
1	Pipe Cleaners Figures	Same		1.30	1.30	761
1	Puppets	Same		1.30	1.30	762
1	Rag Dolls	Same		1.30	1.30	763
			Sub-total		15.40 (This Sheet)	
			Grand Total			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity Phase _____

State Project Number _____ Date _____

Quantity	Instructional Material	Name of Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: Continued:						
3. School Library Books and All Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction						
LINCOLN:						
1	Straw Stars	The Learning Shop		1.30	1.30	764
1	Christmas Tinfoil Decorations for	Same		1.30	1.30	765
1	Working With Leather	Same		1.30	1.30	766
1 kit	Decorations from Dried	Same		1.30	1.30	766A
1 kit	A Spelling Learning Game	Lyons & Carnahan		28.50	28.50	767
1 kit	B Spelling Learning Game	Same		28.50	28.50	768
1	Becoming a Learner	Chas. Merrill	6435	9.95	9.95	769
1	Lucky Cook Book for Boys and Girls	Scholastic	8781	.45	.45	770
1	Lucky Sew It Yourself Book	Same	107	.45	.45	771
1	Puppett Party	Same	9288	.60	.60	772
1	The Witch's Christmas	Same	9216	.40	.40	773
1	Adventures of Spiders	Same	3434	160	.60	774

Sub Total 74.65 (This Sheet)

Grand Totals _____ Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.E.A.

School _____ Activity Phase _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Vendor Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: Continued						
3. School Library Books and All Library Expenses						
4 Teaching Supplies and All Other Expenses for Instruction:						
LINCOLN:						
1	Caps For Sale	Scholastic	1605	.45	.45	775
1	Faces and Places	Same	4708	.45	.45	776
1	Rich Cat, Poor Cat	Same	4391	1.48	1.48	777
1	Happiness Is A Warm Puppy	Same		.60	.60	778
1	Heidi	Same	8541	.60	.60	779
1	It Was A Short Summer Charlie Brown	Same	9244	.60	.60	780
1	The Ghost Cat	Same	9239	.45	.45	781
1	The Forgotten World of OLOC	Same	9173	.45	.45	782
1	Mr. Puggin	Same	1339	.45	.45	783
1	Encyclopedia Brown Finds Clues	Same	387	.40	.40	784
1	100 lbs of Popcorn	Same	142	.40	.40	785
1	Janitor Girl	Same	146	.45	.45	786
			Sub-Total		6.78 (This Sheet)	
			Grand Totals		Materials	

SUBMIT FOUR COPIES

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

TITLE I - E.S.E.A.

School _____ Activity Phase _____

State Project Number _____ Date _____

Quantity	Instructional Material	Name of Supplier	Catalog No.	Unit Price	Extension	Item No.
MATERIALS: Continued						
3. School Library [illegible]						
4 Teaching Supplies and All Other Expenses of Instruction:						
LINCOLN:						
1	Black For the Basket	Scholastic	161	.40	.40	787
1	Arrow Book of Jokes and Riddles	Same	8406	.40	.40	788
1	Barrel of Chuckles	Same	8010	.40	.40	789
1	Barrel of Fun	Same	8011	.40	.40	790
1	Barrel of Laughs	Same	8012	.40	.40	791
1	Ghostly Fun	Same	4448	.45	.45	792
1	How To Care For Your Monster	Same	8177	.45	.45	793
1	Pick A Peck of Puzzles	Same	4488	.45	.45	794
1	School Daze	Scholastic	8094	.40	.40	795
1	Summer Daze	Same	8102	.40	.40	796
1	How Big Is Big	Same	3074	.45	.45	797
1	Collage & Construction In Grade 14	Same	4440	.75	.75	798
			Subtotal		5.35 (This Sheet)	
			Grand Totals			

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.E.A.

School _____ Activity Phase _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Supplier	Catalog	Unit	Extension	Item No.
MATERIALS: Continued:						
3. School Library Books and Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction:						
LINCOLN: 1	Curious George Rides A Bike	Scholastic	4442	1.48	1.48	799
1	Curious George Takes A Job	Same	4426	1.48	1.48	800
1	The Emperor's New Clothes	Same	4354	1.48	1.48	801
1	Favorite Rhymes	Same	4402	1.70	1.70	802
1	The Five Chinese Brothers	Same	2407	.45	.45	803
1	How To Create Codes and Send Secret Messages	Same	2606	.45	.45	804
1	The Laugh Book	Same	9250	.66	.66	805
1	Plenty of Riddles	Same	501	.40	.40	806
1	Little Women Who Used Her Head	Same	9218	.40	.40	807
1	My Brother's Lost	Same	4478	.40	.40	808
1	One, Two, Three, Going to Sea	Same	2605	.40	.40	809
1	There Was A Wise Crow	Same	9209	.60	.60	810
		Sub-Total			9.90 (This Sheet)	
		Grand Totals			Materials	

SUBMIT FOUR COPIES

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity Phase _____

State Project Number _____ Date _____

Quantity	Instructional Material	Name of Supplier	Catalog No.	Price	Extension	Item No.
MATERIALS: Continued						
3. School Library [illegible]						
4. Teaching Supplies and All Other Expenses for Instruction:						
LINCOLN:						
1	Clifford the Big RedDog	Scholastic	8028	.40	.40	811
1	Just A Box	Same	9182	.60	.60	812
1	Lucky Book Of Riddles	Same	106	.40	.40	813
1	All Kinds of Stores	Same	2348	.45	.45	814
1	Bears	Same	1546	.40	.40	815
1	The Chicken Book	Same	9287	.57	.57	816
1	The Hungry Thing	Same	8179	.57	.57	817
1	Just Suppose	Same	8966	.45	.45	818
1 set	Letter Recognition strip	Teaching Resource		8.50	8.50	819
1	Bunny Puppet	Valley School Supply	316-634	1.50	1.50	820
1	Horse	Same	312-618	1.50	1.50	821
1	Dragon	Same	312-683	1.50	1.50	822
1	Tiger	Same	312-681	1.50	1.50	823
		Sub-Totals			18.34 (This Sheet)	
		Grand Totals			Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - [illegible]

School _____ Activity (phase) _____

State Project Number: _____ Date _____

Quantity	Instructional Materials	[illegible]	[illegible]	[illegible]	Extension	Item No.
MATERIALS: (continued)						
3. School [illegible]						
4. Teaching Supplies and All Other Expenses [illegible]						
LINCOLN:						
1	Goats	Valley School Supplies	312-709	1.50	1.50	824
1	Pig	Same	312-717	1.50	1.50	825
1	Lion	Same	312-725	1.50	1.50	826
1	Policeman	Same	312-576	2.50	2.50	827
1	Fireman	Same	312-568	2.50	2.50	828
1	Postman	Same	312-584	2.50	2.50	829
1	Mouse	Same	312-600	1.50	1.50	830
1	Dog	Same	312-675	1.50	1.50	831
1	Word Family Fun	Same	[illegible]	3.75	3.75	832
1	Tell Time Quizzo	Same	[illegible]	3.75	3.75	833
1	Dial 'N Spell	Same	4223	2.25	2.25	834
1	Educational Password Game	Same	7503	2.25	2.25	835
			Total		27.00 (This Sheet)	
			Grand Totals		Materials	

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - [illegible]

School _____ Activity [illegible] _____

State Project Number _____ Date _____

Quantity	Instructional Material	[illegible]	[illegible]	[illegible]	Extens.	Item No.
MATERIALS: Continued						
3. School [illegible]						
4. Teachers Supplies and All Other Expenses [illegible]						
LINCOLN:						
1	Phonic Rummy	Valley School Supplies	2156A	1.50	1.50	836
1	Father Puppet	Same	312-519	2.50	2.50	837
1	Mother	Same	312-527	2.50	2.50	838
1	Boy	Same	312-535	2.50	2.50	839
1	Girl	Same	312-543	2.50	2.50	840
1	Farmer	Same	312-550	2.50	2.50	841
1	Phonic Rummy	Same	2156B	1.50	1.50	842
1	Dog House Game	Same	2155	1.50	1.50	843
1	Word Blends	Same	1201	.85	.85	844
6	Blank Cassette Tapes	Same	601-78	.98	5.88	845
1 kit	Developing Learning Readiness	Same		168.00	168.00	846
			Total		191.73	
					(This Sheet)	
			Total			
					Materials	

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E [illegible]

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	[illegible]	[illegible]	[illegible]	Extension	Item No.
MATERIALS: (Continued) 3. School Library Books and [illegible]						
ACCT. 4290 4. Teaching Supplies and All Other Expenses for Instruction						
NORWOOD: 2	Classroom Pairing Starting Lab.	Book Lab., Inc.	2180	37.25	74.50	847
1	Daily Sensorimotor Training Activities	Educational Activities, Inc.		5.00	5.00	848
1	Know Your States	Garrard		2.50	2.50	849
1	Perception Task Cards	The Learning Shop		13.00	13.00	850
1	Abraham Lincoln	North Central Book Distrib.		.65	.65	851
4	Swiss Family Robinson	Same	WYSS-AIR	.50	2.00	852
4	Child of the Silent Night	Same		.75	3.00	853
4	Cotton in My Sack	Same		.65	2.60	854
1	Arrow Book of Jokes and Riddles	Scholastic	8006	.50	.50	855
1	Barrel of Chuckles	Same	8010	.50	.50	856
1	Barrel of Fun	Same	8011	150	.50	857
1	Barrel of Laughs	Same	8012	.50	.50	858
			Subtotals		105.25 This Sheet	
			Grand Totals		Materials	

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E[illegible]

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Material	Source Supplier			Extension	Item No.
MATERIALS: (continued)						
3. School Library [illegible]						
4. Teaching Supplies and All Other Expenses [illegible]						
NORWOOD:						
1	Ghostly Fun	Scholastic	4448	.60	.60	#59
1	How To Care For Your Monster	Same	8177	.60	.60	#60
1	Pick A Deck of Puzzles	Same	4488	.60	.60	#61
1	School Daze	Same	8004	.50	.50	#62
1	Summer Daze	Same	8102	.50	.50	#63
1	Alphabet Express	Valley School Supplies	770	2.95	2.95	#64
1	Perma-Sta Storage Pack Assortment	Same	8102S	18.50	18.50	#65
1	Fit-A-Shape	Same	2107	4.00	4.00	#66
1	Picture Readiness Game	Same		1.50	1.50	#67
1	Who Gets It	Same		1.75	1.75	#68
1	Happy Bears Reading Set	Same		1.95	1.95	#69
1	Group Word Teaching Game	Same		1.98	1.98	#70
			Totals		35.43 (This Sheet)	
			Grand Totals			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Source Supplier			Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library [illegible]						
4. Teaching Supplies and All Other Expenses for Instruction						
NORWOOD: 1	What the Letter Say	Valley School Supply		1.98	1.98	871
1	Consonant Lotto	Same		1.98	1.98	872
1	Vowel Lotto	Same		1.98	1.98	873
1	Take	Same		1.50	1.50	874
1 set	Old Tales for Young People	Scott Educ. Div.	JH1[illegible]CF	34.00	34.00	875
1 set	Animal Stories	Same	JH116CF	34.00	34.00	876
2 sets	Level III	Holt Rinehart		22.95	45.90	877
1	Cassette Tape Level III	Same		36.14	36.14	878

[illegible] Totals _____ 157.48 (This Sheet)

[illegible] Totals _____ Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E[illegible]

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co[illegible] Supplies	[illegible]		Extension	Item No
MATERIALS: Continued						
3. School Library [illegible]						
4. Teaching Supplies and All Other Expenses for Instruction:						
OAK GROVE: ACCT. 4290						
1	Concept Builders	Appleton Century	HC7674-C	48.00	48.00	879
1	Halloween Tales	Bowmar	CL2033	5.99	5.99	880
1	Color Concept	Same	CL-18049	5.99	5.99	881
1	Seasons	David C. Cook	06999	2.75	2.75	882
1	Pegboard Designs	Smae	150	12.50	12.50	883
1 each	Body Concept Front view Rear & Side	Developmental Learning Mtls.	154 187	3.00 3.00	3.00 3.00	884
1	Puzzle Games Book I	Fond Du Lac School Supply	SE106	3.50	3.50	885
1	Puzzle Games Book II	Same	SE107	3.50	3.50	886
1	Art Activities for Reading Grade 1	Same	30063	4.95	4.95	887
1	" " " Grade 2	Same	30067	4.95	4.95	888
1	Go-Together Lotto	Gel Stor, Inc.	121	1.25	1.25	889
1	Story Telling Part I With Flannel Board	Same	513-00105-0	6.95	6.95	890

Sub-Total 106.33 (This Sheet)

Grand Totals _____ Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Price	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and All Library Costs						
4. Teaching Supplies and All Other Expenses for Instruction:						
OAK GROVE:						
1	Scrabble for Juniors	Center Learning Resource	3-NSS-18	4.25	4.25	891
1	Wild Life	Same	3-NSS-303	7.25	7.25	892
1	Litterbug	Same	3USS-16 CC	5.00	5.00	893
1	Theatre Childrens Class Overhead	The Learning Tree		84.50	84.50	894
1	Book A Phonics Crossword Puzzle	McCormick-Mathers	A0001-CCC-7	.60	.60	895
1	Teacher's Edition Bk.A	Same	A0001-300-6	.99	.99	896
1	Book B Phonics Crossword Puzzle	Same	A0002-CCCZ	.72	.72	897
1	Teacher's Edition Book B	Same	A0002-300-1	1.08	1.08	898
1	First Rolling Reader	Scott Foresman	C2850-63	3.75	3.75	899
1	Second Rolling Reader	Same	C2851-63	3.75	3.75	900
1	Starter Book	Same	C2524-68	.93	.93	901
1	Teacher's Edition	Same	C2525-68	.93	.93	902
			Total		113.75 (This Sheet)	
			Grand Totals			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.		Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and Other Reference						
4. Teaching Supplies and All Other Expenses for Instruction:						
OAK GROVE 1 set	Eight Biographies	Scott Foresman	C2540-69	.93	.93	903
1	Teacher's Guide	Same	C2541-69	.93	.93	904
1 set	Eight Mystery Stories	Same	C1848-71	.93	.93	905
1	Teacher's Edition	Same	C1849-71	.93	.93	906
1	The Caterpillars Journey	S.V.E.	661-2	5.50	5.50	907
1	My Family & I	Same	IM-10	11.50	11.50	908
1	Dubnoff School Program Levels 1,2,3	Teaching Resource	00-100	35.00	35.00	909
1	Early Childhood Enrichmnt Series	Wisconsin School Services	7909	42.00	42.00	910
1 doz.	Cassette Tapes	Cassettes Unlimited	C-30	5.40	5.40	911
				Sub Totals	103.12 (This Sheet)	
				Grand Totals		

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Price	Extension	Item No
MATERIALS: (Continued) 3. School Library Books and All Library Expenses						
ACCT. 4290 4. Teaching Supplies and All Other Expenses for Instruction:						
F.D.R.: 1	Concept Builders ~~Wait~~ and See II	Appleton Century Crofts	H39220-0	48.00	48.00	912
1	Homonym Cards	Developmental Learning Mtls.	232	2.50	2.50	913
1	Category Cards	Same	231	2.00	2.00	914
1	Bean Bags	Same	229	3.00	3.00	915
1 set	ETA Question & Answer cards	A. Daigger & Co.	2490	3.65	3.65	916
1	Grouping Cards ETA Word Sonservation	Same	2074	3.75	3.75	917
1	Grade 1 My Red Puzzle Book 1st. Sem.	Wond du Lac School Supply		.68	.68	918
1	Gr. 1 My Blue Puzzle Book 2nd. Sem.	Same		.68	.68	919
1	Gr. 2 1st sem. My Green Puzzle Book	Same		.68	.68	920
1	Crosswood Puzzle Grade 2	Same		3.50	3.50	921
1	Crosswood Puzzle Grade 3	Same		3.50	3.50	922
1	Rdg. Level 1 Visual Readiness Skills	Same		3.50	3.50	923
		Sub-Totals			75.44 (This Sheet)	
		Grand Totals			Materials	

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTIN
BY ACTIVITY (phase)

Title I - E .E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Vendor Supplier	Catalog No	Unit Cost	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and Other Expenses						
4. Teaching Supplies and All Other Expenses for Instruction:						
F.D.R. 1	Kdg. Level 2 Visual Readiness Skills	Fond du Lac School Supply		3.50	3.50	924
1	Kdg. Level 3 Seeing Likeness & Diff.	Same		3.50	3.50	925
1	Level 1 Visual Motor Skills	Same		3.50	3.50	926
1	Phonic Rummy	Same	2156A	1.50	1.50	927
1	Phonic Rummy	Same	215B	1.50	1.50	928
1	Space Flight	Sol Ster, Inc.	2403	6.00	6.00	929
1	Perception Task Cards	Same	7915	13.00	13.00	930
1	Around the Clock Solitare	Same	154	1.25	1.25	931
1	Guess Whose Feet	The Learning Tree	A180	2.25	2.25	932
1	Guess Whose Ears	Same	A181	2.25	2.25	933
1	Guess Whose Tail	Same	A182	2.25	2.25	934
1	Holidays-Flannel Board	Same	36619	2.25	2.25	935
			Sub-Totals		42.75 (This Sheet)	
			Grand Totals		Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (Phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and all Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction:						
F.D.R.:						
1	Poems and Seatwork	MacMillan Co.	05833	2.50	2.50	936
1	You Tell Me Books	Same	27278	16.50	16.50	937
1	Skills Vol. 1 Perceptual & Organization	Same	95811	6.95	6.95	938
1	Left-right Motor-Eye-Hand Coordination	Milliken	93	6.95	6.95	939
1	Learning to Read Pre-Primer	Same	P-31	3.25	3.25	940
1	Motivator Activity Card	Same	M1200-A	22.00	22.00	941
1	Colors or Man Kit	Same	AM43-S	21.00	21.00	942
1	Crossword Puzzle	Same	1013	2.95	2.95	943
1	Dubnoff School Program 2	Teaching Resource	20-210	29.00	29.00	944
8	Pattern Boards	Same		8.50	68.00	945
1	Color Recognition Flannel Board kit	Wisconsin School Service	7821	2.50	2.50	946
1	Season Flannel Board Kit	Same		2.50	2.50	947
			Sub-Totals		184.10 (This Sheet)	
			Grand Totals			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses:						
4. Teaching Supplies and All Other Expenses for Instruction:						
F.D.R.						
1	Chart Stand	Wisconsin School Services	9880	9.00	9.00	948
1	Holiday Crosswood Puzzles	Same	30056	5.95	5.95	949
1	Go Together Lott	Same	121	1.25	1.25	950
1	What's Missing	Same	120	1.25	1.25	951
1 doz/	Cassette Tapes	Cassettes Unlimited	C-30	.45	5.40	952
			Sub-Totals		22.85 (This Sheet)	
			Grand Totals			

Materials

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EQUIPMENT AN. INSTRUCTIONAL MATERIALS LISTIN
BY ACTIVITY (phase)

T le I - E .E.A.

School_____ Activity Phase_____

State Project Number_____ Date_____

Quantity	Instructional Materials	Co. or Supplier	Catalog #	Unit Cost	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and Other Library Expenses						
4 Teaching Supplies and All Other Expenses for Instruction:						
ROOSEVELT: ACCT. 4290						
1 kit	DUSO-D-1C	American Guidance Service	C-281	85.00	85.00	953
1	Development Level 1 Peabody Language	Same	C-311	57.00	57.00	954
1 kit	Training	Bowmar	VN1-1C	85.00	85.00	955
1	Basic Kit	Same	VN1-5	44.50	44.50	956
1	Read Your Child Can Learn to	Same	97B-3407	.85	.85	957
1	Teaching Phonics in Home and Classroom	Same	97.B-3400	.35	.35	958
1	My Spelling Book	Same	97.B3406	.85	.85	959
1	I Learn to Read	Same	97B-3412	.85	.85	960
1	Learning Action Words	Same	97B-3411	.85	.85	961
1	Short Cuts to Reading	Same	98B1C11435	2.00	2.00	962
1	Direct Approach to UnGraded Reader	Same	97.2196	3.50	3.50	963
1 set	Books and Records	Same	66C-12	107.35	107.35	964
			Sub-Totals		388.10 (This Sheet)	
			Grand Totals			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTIN
BY ACTIVITY (phase)

Page ____

Title I - E.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction.						
ROOSEVELT:						
1 set	Pri. Reading Series	Bowmar	476	17.95	17.95	965
1	Fun & Fitness	Same	136	5.99	5.99	966
1	Rope Jumping and Ball Handling	Same	137	5.99	5.99	967
1	Basic Motor Ball Skills	Same	395	5.99	5.99	968
1	Attribute Games & Problems	Creative Public.	MLM-42	8.75	8.75	969
1	Attribute Guide	Same	MLM-43	5.00	5.00	970
1	Teaching Guide	Same	MLM-48	2.75	2.75	971
1	Pattern Blocks & Mirrors	Same	MLM-47	12.50	12.50	972
1	Steel Mirror	Same	MLM-49	.85	.85	973
1	Elementary Ear Training set	Educational Audio Visual, Inc.	48-RR089	19.95	19.95	974
1	Physical Fitness Activities for Primary Grades	Same	44RR682	12.00	12.00	975
1	Classroom Rhythms	Same	44R702	6.50	6.50	976
			Sub-Totals		104.22 (This Sheet)	
			Grand Totals		Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit No	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction:						
ROOSEVELT: 1	Headstart In Reading	Educational Audio Visual, Inc.	4FH3593	30.00	30.00	977
1	Complete ProgramK-1-1-101	Educational Progress Corporation		175.00	175.00	978
1	Handbook Kdgn. Activities	Educational Projections Corp.		5.00	5.00	979
1	Games & Activities for Early Childhood Education	Same		2.75	2.75	980
1	Frostig-Move Grow Learn	Follett	H3580	9.96	9.96	981
1	Frostig-Teacher's Guide	Same	H3566	3.54	3.54	982
1	Help Your Child with Reading	Garrard		.25	.25	983
1	Helping Your Child with Spelling	Same		.25	.25	984
1	Readiness For Reading	Same		.75	.75	985
1	School Readiness Treasure Chest	Harper & Row		159.50	159.50	986
1	Nursey Notes	International Telecomm Inc.		49.95	49.95	987
1	Daily Sensory Motor Training Act. Handbook	Kimbo		4.95	4.95	988
			Sub-Totals		441.90 (This Sheet)	
			Grand Totals		Materials	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

T - e I - E [illegible]

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Source or Supplier	Catalog No	Unit Price	Extension	Item No
MATERIALS: (Continued)						
3. School Library Books and Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction:						
ROOSEVELT:	Reading Listening Skills for Pre-	Kimbo				
1	Vol. 1		[illegible]	4.98	4.98	989
1	Vol. 2		[illegible]	4.98	4.98	990
1	Vol. 3		[illegible]	4.98	4.98	991
1	Vol. 4		[illegible]	4.98	4.98	992
1	Vol. 5		[illegible]	4.98	4.98	993
	Picture Story Sets	Learning Arts				
part 1	Set A-B-C			9.99	29.97	994
part 2	Set A-B-C			9.99	29.97	995
part 3	Set A-B-C-			9.99	29.97	996
1	Perception Task Cards	Learning Shop		13.00	13.00	997
1	Becoming A Learner	Chas. Merrill		9.95	9.95	998
			Sub-Totals		137.76 (This Sheet)	
			Grand Totals			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Source or Supplier	Catalog #	Unit	Extension	Item No.
MATERIALS: Continued						
3. School Library Books and All Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction						
ROOSEVELT:	Skills					
1	Visual Discrimination	[illegible]	[illegible]	4.95	4.95	999
1	Auditory Discrimination Skills Beg. Sounds	Same	[illegible]	4.95	4.95	1000
1	" " " Rhyming Words	Same	[illegible]	4.95	4.95	1001
1	Motor & Eye-Hand Coordination	Same	[illegible]	4.95	4.95	1002
1	Sequences Follow Directions &	Same	[illegible]	4.95	4.95	1003
~~1~~	~~Teacher's Desk~~	~~Stuebe~~		~~20.00~~	~~20.00~~	~~1004~~
1	Attribute Games	Teaching Resources	36-120	10.95	10.95	1005
	Vanguard School Program:	Same				
	Part 1		31-110	3.50	3.50	1006
	part 2		31-120	10.95	10.95	1007
	Part 3		31-130	10.95	10.95	1008
	Part 4		31-140	11.50	11.50	1009

ransferred to equipment

Subtotals 82.60
(This Sheet)

Grand Totals

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS - STIM
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Source Supplier	Catalog No.	Price Each	Extension	Item No.
MATERIALS: Continued						
3. School Library Books and Other Expenses						
4. Teaching Supplies and All Other Expenses for Instruction						
ROOSEVELT:						
1	PREB Educ. Pupil Record of Educ. Behavior	Teaching Resource	11-100	46.00	46.00	1010
	Duboroff Sho. Program1 Level 1	Same		13.75	13.75	1011
	Level 2	Same		13.50	13.50	1012
	Level 3	Same		16.75	16.75	1013
1	Duboroff Sch. Program2	Same		29.00	29.00	1014
1	Fit A Shape	Valley School Supplies	2107	4.00	4.00	1015
1	Fit A Blob	Same	2108	4.00	4.00	1016
1	Petal Parquetry	Same	2201	3.00	3.00	1017
1	Persica Sta Storage Rack	Same	21025	18.50	18.50	1018
1	Crossword Puzzles	Same	2560	2.25	2.25	1019
1	Crossword Puzzles	Same	2563	2.25	2.25	1020
1	Crossword Puzzle	Same	2565	2.25	2.25	1021
			Sub-Totals		155.25 (This Sheet)	
			Grand Total			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Color or Supplier	Catalog No.	Unit Price	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction:						
ROOSEVELT:						
1	Crossword Puzzle	Valley School Supplies	2570	2.25	2.25	1022
1	Plastic Mark Block	Same	3401	.15	.15	1023
1	Rhyming Zig-Zag	Same	2400	6.00	6.00	1024
1	Sea Vowels	Same	2402	6.75	6.75	1025
1	Space Flight	Same	2403	6.00	6.00	1026
1 kit	Readiness Developing Learning	Webster McGraw		160.00	160.00	1027
1	MotorSkills Album 1 Developing Body Space Rep.	Kimbo	CM1056	4.90	4.90	1028
1	Album 2	Same	CM1058	4.90	4.90	1029
1	Album 3	Same	CM1079	4.90	4.90	1030
1	Coordination Skills	Same	LP5050	19.00	19.00	1031
1	Listening & Moving Series Album + Guide	Same	LA506-7	11.90	11.90	1032
1	Album + Guide	Same	LA505-1	5.95	5.95	1033

Sub-Totals _____ 240.94 (This Sheet)

Grand Totals _____ Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School_____ Activity (phase)_____

State Project Number_____ Date_____

Quantity	Instructional Materials	Dealer or Supplier	Catalog No	Unit Cost	Extension	Item No
MATERIALS: Continued						
3. School Library Books and Other Library Expenses						
4. Teaching supplies and All Other Expenses for Instruction						
RECEIVED: Listening & Moving Series:						
1	Album + Guide	Kimbo	EA654	5.95	5.95	1034
1	Album + Guide	Same	EA657	11.90	11.90	1035
1	Album + Guide	Same	EA658	11.90	11.90	1036
1	Album + Guide	Same	EA656	11.90	11.90	1037
				Sub-Totals	41.65 (This Sheet)	
				Grand Totals		

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expense						
4. Teaching Supplies and All Other Expenses for Instruction:						
TANK-PRE-K:	ACCT. 4290					
1	Multi Base Loop Abacus	Dick Blick	95023	4.17	4.17	1038
1 set	Letter-Numbers Block	Same	B-21084 CC	6.40	6.40	1039
1	the 100 Number Board	Same	95042	5.02	5.02	1040
1 set	Shape Tracer & Recognition Set	Same	95097	1.87	1.87	1041
1	Shape Dominoes	Same	95122	2.04	2.04	1042
1	Venn Diagrams, Alphabet and Numbers	Same	95133	5.87	5.87	1043
1 kit	Spacetalk	Economy		165.00	165.00	1044
3	Tutorgram Blank Cards	Enrichment Reading Corp. of America	1 A	6.50	19.50	1045
1	Pre-School & Kdgn. Readiness	Same	2 B	8.50	8.50	1046
1	Kdgn. & 1st Grade Basic Vocabulary	Same	3 A	8.50	8.50	1047
1 set	Being Safe	Eye Gate House	TX239	47.50	47.50	1048
1 set	Our Flag & Our Country	Same	TF24	31.00	31.00	1049
		Sub-Totals			305.37 (This Sheet)	
		Grand Totals				

Materials

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E[illegible]IPM[illegible]T AN[illegible] INSTR[illegible] [illegible]TERIALS LIST
BY A[illegible]TIVIT[illegible] phase

[illegible]

School ____________ [illegible]

State Project Number __________ Date __________

[illegible]						
[illegible]						
...ing supplies and ... expens...						
TANK-PRE-K						
1 set	What is : A Trip	Eye Gate House	TX229	47.50	47.50	1050
1 set	Sights & Sounds Discovery Set I	Same	DF199	94.00	94.00	1051
1 set	Fundamentals of Science Primary I	Same	TF105	73.50	73.50	1052
	Science In Your World	Heffernan Pus.				
	All About Seeds		FS104			
	Animals Of Every Kind		FS101			
	Plant Change		FS103			
	How Animals Move		FS102			
	What's Living There		FS105			
	What is Air		FS106	49.00	49.00	1053
1 set	Modern Arith. Gr. 1	Same		2.25	2.25	1054
3 pkgs.	TOBE Tests of Basic Experience Level I	CTB/McGraw		9.00	27.00	1055
1 doz.	Tapes: 10 min. per side	Psychotechnics, Inc.	C-20	17.40	17.40	1056
1 set	Discovery How To Learn	S.R.A.	3-9400?	105.00	105.00	1057
1 kit	Seeing Through Arith.	Scott Foresman	6222220	27.00	27.00	1058
					443.65 This sheet	
					Materials	

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY phase

Title I - [illegible]

School _____ [illegible] _____

State Project Number _____ Date _____

Quantity	Instructional Material	[illegible]	[illegible]	[illegible]	[illegible]	Item No.
[illegible]						
[illegible]						
4	Teaching Supplies and [illegible]					
TANK-PRE-K:						
1	Display Board	Scott Foresman	C2319-70	12.00	12.00	1059
1 set	Unilock Plastic Numerals	St. Paul Book & Stationary Co.	KTN136-1	3.00	3.00	1060
1 set	Perception Cards	Same	TS124-2	3.45	3.45	1061
1 set	Cutouts-the three pigs	Same	K152	1.25	1.25	1062
1 set	" Goldilocks & 3 Bears	Same	K154	1.25	1.25	1063
1 set	Ginger Bread Boy	Same	K155	1.25	1.25	1064
1 set	Mother Goose Rhymes	Same	K165	1.25	1.25	1065
1 set	Little Red Riding Hood	Same	K156	1.25	1.25	1066
1 set	Parquetry Design Blocks	Same	K8439	3.00	3.00	1067
1	Ring Toss Game	Same	K4473	2.50	2.50	1068
1	Davis Adj. Loom Set	Same	K02	2.00	2.00	1069
1 set	How Many Apples	Union Camp Corp.	C101	13.50	13.50	1070
					45.70	
					(This Sheet)	
					Materials	

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Source Supplier	Total		Extension	Item No.
MATERIALS: Continued						
3. School Library [illegible]						
4 Teaching Supplies and All Other Expenses [illegible]						
Tank-Pre. K:						
1 set	Interlogs	Union Camp Corpl	0201	69.00	69.00	1071
1 set	Interlog Accessory Kit	Same	0202	16.00	16.00	1072
1 set	Play Number Blocks	Wisconsin School Servic	312	4.98	4.98	1073
1 set	Proportional Number Blocks	Same	697	7.00	7.00	1074
1 set	Number Concept Cards	Same	7600	2.00	2.00	1075
1	Economy Number Builds	Same	8281	.60	.60	1076
1 set	Sewing Cards	Same	9383	1.75	1.75	1077
1 set	Sequence Cards	Same	7524	1.25	1.25	1078
1 set	Pictures that Rhyme	Same	7823	2.50	2.50	1079
1 Set	Opposites	Same	7824	2.50	2.50	1080
1 set	When I Grow up, I Want to be	Same	171	6.95	6.95	1081
1 set	Stepping Stones-Alphabet Capitals	Same	1006	10.95	10.95	1082
					125.48 (This Sheet)	
					Materials	

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - ESEA

School _____ (Activity Phase) _____

State Project Number _____ Date _____

Quantity	Instructional Material	Source	Cost		Extension	Item No.
MATERIALS: Continued						
3. School Library Books						
4 Teaching Supplies and All Other Expense						
TANK-PRE-K: Stepping Stones						
1 set	Alphabet Lower Case	Wiscorsin School Service	1007	10.95	10.95	1082
1 set	Storage Rack	Same	81089	17.50	17.50	1083
1	Puzzle Lotto Game	Same	651	1.25	1.25	1084
1	Picture Dominos	Same	102	1.25	1.25	1085
1	Animal Dominos	Same	103	1.25	1.25	1086
1	Letter Recognition Game	Same	601	1.25	1.25	1087
1	Animal Spelling Game	Same	602	1.25	1.25	1088
1	Number Recognition Game	Same	604	1.25	1.25	1089
1	Plus and Minus Bus Game	Same	606	1.25	1.25	1090
1	Boxed Assortment of 4 Letters	Same	1406	4.00	4.00	1091
1 kit	Level P Peabody Land Development	American Guidance Service, Inc.		153.00	153.00	1092
			Sub-totals		194.20 (This Sheet)	
			Grand Totals			

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Source or Supplier	Catalog No	Unit Cost	Extension	Item No
MATERIALS: (Continued						
3. School Library Books and [illegible]						
4. Teaching Supplies and All Other Expenses for Instruction:						
TANK:	ACCT. 4290					
1 set	Story Book Friends	Ye Gate House	TE113	69.25	69.25	1093
1	Language Games and Other Stories	Same		2.50	2.50	1094
1	The Peanut Butter Boy	D.C. Heath		125.00	125.00	1095
2	Groups Word Teaching Game	Ginnard		2.50	5.00	1096
1	Who Gets It	Same		1.98	1.98	1097
1	Reading Comprehension Games That Teach Book V	The Learning Shop		1.95	1.95	1098
1	" " " Book II Phonics	Same		1.95	1.95	1099
1	Reading Games	Same		2.50	2.50	1100
1	Listening Games	Same		2.50	2.50	1101
1	Kit A Spelling Learning Games	Lyons & Carnahan		28.50	28.50	1102
1	Kit B " " "	Same		28.50	28.50	1103
1	Becoming a Learner	Chas. Merrill	5435	9.95	9.95	1104
			Sub-Totals		279.58 (This Sheet)	
			Grand Totals			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School_____ ___ __ ____ ___Activity (phase)_____

State Project Number_____ _____ Date_____

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction:						
TANK: 1	Replacement Program Guide	Chas. Merrill		1.50	1.50	1105
30	Getting To Know You	Oconomowoc Public Schools	7	1.00	30.00	1106
30	Helping Their Children Through	Same		1.75	52.50	1107
2 sets	Dressing Frames	St. Paul Book & Stationary	KM746	14.25	28.50	1108
1	Initial Consonants Substitutes	Valley School Supplies	45	2.95	2.95	1109
1	Final Consonants Blends	Same	47	2.95	2.95	1110
1	Long & Short Vowels	Same	49	2.95	2.95	1111
1	Learning Streets	Same	1325	4.95	4.95	1112
1 kit	Torp to Develop Perceptical Skills	Same	7909	40.00	40.00	1113
				Sub-Totals	166.30 (This Sheet)	
				Grand Totals		

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ (Activity Phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Source or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and Multimedia Materials						
4. Teaching Supplies and All Other Expenses for Instruction:						
WEQUIOCK: ACCT. 4290						
1 set	Books to Read	Bowmar	66C-12	107.35	107.35	1114
1 set	Anderson Fairy Tales	Coronet Films	0121	45.00	45.00	1115
1	Phonic Rummy	Fond du Lac School Supplies	Z156-A	1.50	1.50	1116
1	Phonic Rummy	Same	2156B	1.50	1.50	1117
1	Puzzles & Activities	Same	SE106	3.50	3.50	1118
1	Puzzles & Activities	Same	SE107	3.50	3.50	1119
1	Crossword Puzzles Grade 2	Same		3.50	3.50	1120
1	Crossword Puzzle Grade 3	Same		3.50	3.50	1121
1	The Arabian Nights	Imco, Inc.	9150	51.80	51.80	1122
1	Space Flight	Mel Stan, Inc.	2403	6.00	6.00	1123
1	Perception Task Cards	Same	7915	13.00	13.00	1124
1	Picture Word Builder	Same	9379	.60	.60	1125
1	Scrabble for Jr.	Learning Resource	3-NSS-18	4.25	4.25	1126
		Sub-Totals			245.00	
		Grand Totals			(This Sheet)	

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School_____ ___ ___ ___ ___(Activity Phase)_____

State Project Number_____ _____ Date_____

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction:						
WEQUIOCK:						
1	Wild Life (Ecology Game)	Center Learning Resource	3-NSS-1[illegible]	4.25	4.25	1127
1	Litterbug	Same	3-NSS-1[illegible]	5.00	5.00	1128
1	Becoming A Learner	Chas. Merrill	6435	9.95	9.95	1129
6	Starter Books	Multisensory Learning Aids	C2525-68	.93	5.58	1130
1	Teacher's Guide	Same	C2525 68	.93	.93	1131
6	Eight Mystery Stories	Same	C1847-71	.93	5.58	1132
1	Teacher's Edition	Same		.98	.98	1132A
1	Colors of Man Kit	S.V.L.	AM435	21.00	21.00	1133
12	Crossword Puzzles	Valley School Supplies	72 256-25	2.25	27.00	1134
3	Plastic Mark	Same	3402	.15	.45	1135
1	Halloween Tales	Frontier	C12	5.99	5.99	1136
1 set	Children's Classics Vol. 1	Taylor Teaching		22.05	22.05	1137
			Sub-Totals		108.76 (This Sheet)	
			Grand Totals			

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (Phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and Other Library Materials						
4. Teaching Supplies and All Other Expenses for Instruction:						
WHITNEY:	ACCT. 4290					
1	Jr. Grab	Dorothea Alcock		1.50	1.50	1138
1	Sr. Grab	Same		1.50	1.50	1139
1	Me	Towmar	363	2.99	2.99	1140
1	Where Is Home	Same	364	2.99	2.99	1141
1	Telling Tales	Same	365	2.99	2.99	1142
1	Through The Day	Same	366	3.99	3.99	1143
1	Things I Like To Do	Same	367	3.99	3.99	1144
1	How Does It Feel	Same	368	3.99	3.99	1145
1	Picture Dictionary Drag Racing	Same	565	3.75	3.75	1146
1	Drag Racing Record	Same	570	5.95	5.95	1147
1	Karting	Same	271	2.60	2.60	1148
1	Motorcycles	Same	274	2.60	2.60	1149
			Sub-Totals		38.84 (This Sheet)	
			Grand Totals			

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - ESEA

School_____ Activity (Phase)_____

State Project Number_____ Date_____

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and Other Reading						
4. Teaching Supplies and All Other Expenses for Instruction:						
WHITNEY:						
1	Drag Racing	Bowmar	275	2.60	2.60	1150
1	Horse	Same	373	2.60	2.60	1151
1	Dune Buggy	Same	382	2.60	2.60	1152
1	Mini Bikes	Same	404	2.60	2.60	1153
1	Snowmobiles	Same	408	2.60	2.60	1154
1	Fun and Fitness	Same	334	5.99	5.99	1155
1	Rope Jumping & Ball Handling	Same	337	5.99	5.99	1156
1	Motor & Ball Skills	Same	395	5.99	5.99	1157
1	Bear Party	Educational Reading Service		.95	.95	1158
1	Chitty,Chitty,Bang Bang	Same		.29	.29	1159
1	Christmas Santa Almost Missed	Same		.59	.59	1160
1	Dog Book	Same		.29	.29	1161
			Sub-Totals		33.09 (This Sheet)	
			Grand Totals			

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ (Activity Phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued						
3. School Library Books and Other Reading Materials						
4. Teaching Supplies and All Other Expenses for Instruction						
WHITNEY:						
1	Farm Book	Educational Reading Service		.29	.29	1162
1	Golden Picture Dictionary	Same		.69	.69	1163
1	Horse Book	Same		.29	.29	1164
1	Just Me	Same		.75	.75	1165
1	Kitten Book	Same		.29	.29	1166
1	My Funny Animal Alphabet	Same		.60	.60	1167
1	Night Before Christmas	Same		1.00	1.00	1168
1	Book of Hand Q	Same		.39	.39	1169
1	Primary Dictionary	Same		.75	.75	1170
1	Timothy Turtle	Same		.75	.75	1171
1	Winnie-the-Pooh	Same		.29	.29	1172
1	Day Everybody Cried	Same		1.00	1.00	1173
			Sub-Totals		7.09 (This Sheet)	
			Grand Totals			

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and Other Reading						
4. Teaching Supplies and All Other Expenses for Instruction:						
WHITNEY:						
1	Dippy Do's and Don'ts	Educational Reading Service		1.00	1.00	1174
1	Peter Jar	Same		1.00	1.00	1175
1	Pickle for a Nickle	Same		.39	.39	1176
1	Question & Answer Book	Same		.46	.46	1177
1	Three Horr the Dinosaur	Same		1.00	1.00	1178
1	Christopher Columbus	Same		.60	.60	1179
1	Fairy Tales Hans Christian Anderson	Same		.49	.49	1180
1	More Jokes and Riddles	Same		.69	.69	1181
1	Oh What Nonsense	Same		.75	.75	1182
1	Turtles	Same		.50	.50	1183
1	Where Does A Letter Go	Same		.55	.55	1184
1	Benjamin Franklin	Same		.50	.50	1185
				Sub-Totals	8.36 (This Sheet)	
				Grand Totals		

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (Phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and Mil Library Expense						
4. Teaching Supplies and All Other Expenses for Instruction:						
WRITERS:						
1	Dinosaur	Educational Reading Service		.69	.69	1186
1	Easy To Cook Book	Same		.55	.55	1187
1	Florence Nightingale	Same		.50	.50	1188
1	Jokes & Riddles	Same		1.00	1.00	1189
1	Paper, Wood and Paint Craft	Same		.50	.50	1190
1	Puzzles & Riddles	Same		.50	.50	1191
1	Reptiles	Same		.69	.69	1192
1	Thomas Alva Edison	Same		.50	.50	1193
1	Young Helen Keller	Same		1.00	1.00	1194
1	Helping Your Child With Reading	Garrard		.25	.25	1195
1	Helping Your Child With Spelling	Same		.25	.25	1196
1	Readiness for Reading	Same		.75	.75	1197
			Sub-Totals		7.18 (This Sheet)	
			Grand Totals			

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ (Activity Phase) _____

State Project Number _____ _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Aids.						
4. Teaching Supplies and All Other Expenses for Instruction:						
WHITNEY: 1 set	Level II	Holt, Rinehart & Winston	SBN(3-08 4179-8	22.95	22.95	1198
1 set	Level III	Same	SBN(3-08 4180-1	22.95	22.95	1199
1	Body Concept Ditto Masters	The Learning Shop		4.95	4.95	1200
1	Color & Shapes Bingo	Same	T-101	3.95	3.95	1201
1	Alpha Bingo bet	Same	T-103	3.95	3.95	1202
1	Build A Story	Same	7818	3.00	3.00	1203
1 kit	Becoming a Learner	Chas. Merrill	4435	9.95	9.95	1204
1	The Biggest Bear	Scholastic	4422	1.95	1.95	1205
1	Madeline's Rescue	Same	4417	1.95	1.95	1206
1	The Biggest Giant	Same	4390	1.95	1.95	1207
1	Charlie the Tramp	Same	4392	1.95	1.95	1208
1	Clifford Gets a Job/Clifford Takes a Trip	Same	4384	2.25	2.25	1209
			Sub-Totals		$1.75 (This Sheet)	
			Page Totals			

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction:						
WHITNEY: 1	Clifford the Big Red Dog/ The Witche's Christmas	Scholastic	4385	2.25	2.25	1210
1	Congo Boy	Same	4404	1.95	1.95	1211
1	Curious George Takes a Job	Same	4426	1.95	1.95	1212
1	Henny Penny/The Adv. of the 3 Blind Mice	Same	4389	2.25	2.25	1213
1	Birthday/Over theMeadow Just in Time for the Kings	Same	4428	2.25	2.25	1214
1	Old MacDonald Farm	Same	9098	1.95	1.95	1215
1	Stone Soup	Same	4393	1.95	1.95	1216
1	That's What Friends are For	Same	4396	1.95	1.95	1217
1	Too Much Noise	Same	4407	1.95	1.95	1218
1	Chart/Poster Library	Same	LS-9	10.65	10.65	1219
1	A Boy, A Dog, & A Frog	Same	2551	.60	.60	1220
1	The Boy Who Would Not Go To School	Same	8584	.60	.60	1221
			Unit Totals		30.30 (This Sheet)	
			Stand Totals			

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and Other Library Materials						
4. Teaching Supplies and All Other Expenses for Instruction:						
WHITNEY:						
1	Something Do You Want To See	Scholastic	103	.50	.50	1222
1	Goodnight Moon	Same	9242	.75	.75	1223
1	Is This You	Same	8549	.60	.60	1224
1	Just A Box	Same	9182	.75	.75	1225
1	Kick, Pass & Run	Same	8741	.50	.50	1226
1	Morris the Moose Goes to School	Same	9256	.60	.60	1227
1	Puppet Party	Same	9288	.75	.75	1228
1	How To Write Codes and Secret Messages	Same	2466	.60	.60	1229
1	The Laugh Book	Same	9250	.60	.60	1230
1	Plenty of Riddles	Same	501	.50	.50	1231
1	The Snowy Day	Same	3033	.75	.75	1232
1	It Was A Short Day Summer, Charlie Brown	Same	9249	.75	.75	1233
			Sub-Totals		7.75 (This Sheet)	
			Grand Totals			

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction:						
WHITNEY:						
1	Arrow Book of Brain Teasers	Scholastic	2507	.50	.50	1234
1 kit	P.R.E.B.	Same	11-100	46.00	46.00	1235
1	Fit-A-Shape	Valley School Supplies	2107	4.00	4.00	1236
1	Fit-a-Blob	Same	2108	4.00	4.00	1237
1	Petal Parquetry	Same	2201	3.00	3.00	1238
1	Perma-Sta-Storage Rack. Assort.	Same	810PS	18.50	18.50	1239
1	Crossword Puzzles Holidays	Same	2560	2.25	2.25	1240
1	Crossword Puzzles Food	Same	2563	2.25	2.25	1241
1	Crossword Puzzles-Animals	Same	2565	2.25	2.25	1242
1	Crossword Puzzles-Farm & City	Same	2570	2.25	2.25	1243
1	Plastic Mark Black	Same	3491	.15	.15	1244
1	Rhyming Zig-Zag	Same	2400	6.00	6.00	1245
			Sub-Totals		91.15 (This Sheet)	
			Grand Totals			

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School_____ ___ ___ ____ ___(Activity Phase)_____

State Project Number_____ _____ Date_____

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction:						
WHITNEY: 1	Sea of Vowels	Valley School Supplies	2402	6.75	6.75	1246
1	Space Flight	Same	2403	6.00	6.00	1247
1	Phonetic Drill Cards	Same	8252	2.25	2.25	1248
1	Space Relationship Cards	Same	7522	1.50	1.50	1249
1	Phonetic Quizmo	Same	9357	2.25	2.25	1250
1	Color Study Prints Moods and Emotions	Same	A125	7.95	7.95	1251
1	Puppet-Father	Same	312-519	2.50	2.50	1252
1	Mother	Same	312-527	2.50	2.50	1253
1	Boy	Same	312-535	2.50	2.50	1254
1	Girl	Same	312-543	2.50	2.50	1255
1	Farmer	Same	312-550	2.50	2.50	1256
1	Fireman	Same	312-568	2.50	2.50	1257
		Sub-Totals			41.70 (This Sheet)	
		Grand Totals				

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Item No.
MATERIALS: (Continued)						
3. School Library Books and All Library Expenses						
4. Teaching Supplies and All Other Expenses for Instruction:						
WHITNEY: 1	Puppet-Policeman	Valley School Supplies	312-576	2.50	2.50	1258
1	Postman	Same	312-884	2.50	2.50	1259
1	Giraffe	Same	312-592	1.75	1.75	1260
1	Elephants	Same	312-659	1.75	1.75	1261
1	Dragon	Same	312-683	1.75	1.75	1262
1	Memory Game	Same	266-400	3.00	3.00	1263
2 sets	Level I	Holt, Rinehart And Winston	SBN03-084178-X	22.95	45.90	1264
		Sub-Totals			59.15 (This Sheet)	
		Grand Totals			9129.43 Materials	

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS:						
1. Textbooks (By Special Approval Only):						
ACCT. 4290						
2. Audiovisual Materials: (DO NOT LIST EQUIPMENT HERE)						
AUDIO-VISUAL:	Poster Board,10					
10 sets	Color:28x44 14 ply	Dick Blick		4.40	44.00	1265
10 rolls	Paper, Corrigated, Various Colors	Same	B-5460	4.99	49.90	1266
10 skeins	Yarn, 4-fold Assor. Colors,	Same		1.29	12.90	1267
1 bx	Mount,permanet 11x14 Sheets, 500,Tissue Dry	Same		26.15	26.15	1268
2 bxs.	Low Heat Sheets.144. Dry Mount.	Same	A9505	8.20	16.40	1269
1 roll	Gloss, Sealomin 200"x22"	Same	A9509	25.50	25.50	1270
2 bxs.	127 dark frame Mtls.,Transparency	Same		34.80	69.60	1271
5 sets	Markers,Watercolor	Same	A4108	3.85	19.25	1272
2 bxs.	Sheets, 100,Acetate,Clear	Same	B8427	7.50	15.00	1273
as needed	Binding, plastic	Stuebe's		32.50	32.50	1274
6	Tapes,Video, 30 min.	Kelley Photo		40.00	240.00	1275
14rolls	Film + processing	Same	H013536	1.35	74.20	1276
14 rolls	Film,Ektachrome+Processing	Same	H13520	1.90	58.10	1277
10 rolls	Film		H13536	3.09	66.90	1278

Sub-Totals 750.40

(This Sheet)

Grand Totals

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS:						
1. Textbooks (By Special Approval Only):						
2. Audiovisual Materials: (DO NOT LIST EQUIPMENT HERE)						
AUDIO-VISUAL:						
6 rolls	B/W Film + Processing	Kelley Photo	TX 135-20	.75	18.60	1279
6 rolls	Film-Color +Processing Mailers	Same	CX135-20	1.61 2.64	50.46	1280
8	Film.Super 8mm.+ Processing	Same	KA454	2.25	39.12	1281
1 pkg.	Developer	Same	D-19	1.30	1.30	1282

Sub-Totals 109.48

(This Sheet)

Grand Totals

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.
MATERIALS:						
1. Textbooks (By Special Approval Only):						
2. Audiovisual Materials: (DO NOT LIST EQUIPMENT HERE)						
CLINIC: 29cs	+ Target School Centers G.E. Super Cubes (36 per)	ACCT. 4290 Kelley Photo		12.88	373.52	1283
196	V.P.-126-12 Film	Same		.51	99.96	1284
152	CX126-12 Film	Same		1.00	152.00	1285
88	EX 126-20 Film	Same		1.64	144.32	1286
20	Small Swinger 20c film	Same		1.69	33.80	1287
6 cs.	AG I B Bulbs	Same		15.00	90.00	1288
4 only	Button Type Bateries	Same	825	.75	3.00	1289
48	Batteries (for Polaroid)	Same	815	.70	33.60	1290
48	Batteries (AAA)	Same	824	.70	33.60	1291
48	Type AA Batteries	Same		.80	38.40	1292
12	CBJ Projection Lamp Co	Same		3.25	39.00	1293
	Developing Film	Same			650.00	1294

Sub-Totals 1691.20

(This Sheet)

Grand Totals

Materials

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.
MATERIALS:							
1. Textbooks (By Special Approval Only):							
2. Audiovisual Materials: (DO NOT LIST EQUIPMENT HERE)							
URBAN EDUCATION: ACCT. 4290 (Target Schools)							
186	Blank Tapes-60min.	Kelley Photo		.63		117.18	1295
	Film developing + Processing	Same				601.80	1296
326	Cartridges, film	Same	EX126-20	1.64		534.64	1297
12	Film, 35 mm, Ektachrome Color	Same	EH135-20	1.82		21.84	1298
92	Polaroid 20c B/W	Same		1.69		155.48	1299
6 cs.	GE Super Cubes, Flash Bulbs	Same		12.88		77.28	1300
16 cs.	AGIB Bulbs	Same		15.00		240.00	1301
184	Type AA Batteries	Same		.80		147.20	1302
192	Type AAA Batteries	Same		.70		134.40	1303
150	Type C Batteries	Same		.60		90.00	1304
				Sub-Totals		2119.82 (This Sheet)	
				Grand Totals		4670.90	
					Equip.	Mat'ls.	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.

MATERIALS: (Continued)

3. School Library Books and All Library Expenses:

4. Teaching Supplies and All Other Expenses for Instruction

PSYCHOMOTOR: ACCT. 5190							
144	Bats, Plastic	Wolverine	3700	1.75		252.00	1305
72	Balls, Plastic	Same	3650	.75		54.00	1306
7	5' Aluminum Ladder, Step	Sears	306-4225N	11.89		83.23	1307
12 Doz.	Groovy Loops	ABC Sch.	24-12	23.95		287.40	1308
12	Tunnel of Fun	Same	733-810 D	9.95		119.40	1309
15	2" x 24" x 8' Beam, Balance	Green Bay Planning		1.07		16.05	1310
12	Tom Tom	Beckly-Cardy	520-262	4.80		57.60	1311
200	Bean Bags	Same	221-028	.36		72.00	1312
100	Soft Rubber Balls	Pranges		.26		26.00	1313
24 lbs.	Plasti-I-Clay	Same		.34		8.16	1314
14	Paper Punch 1 hole	Same		.65		9.10	1315
14	Clothes Pins	Same		.46		6.44	1316
				Sub-Totals		991.38	
					(This Sheet)		
				Grand Totals			
					Equip.	Mat'ls.	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.
MATERIALS: (Continued)							
3. School Library Books and All Library Expenses:							
4. Teaching Supplies and All Other Expenses for Instruction							
PSYCHOMOTOR ACCT. 5190							
37	Balloons	Prangex		.29		10.37	3317
360 Btl.	Soap Bubbles	Same		.24		86.40	3318
24 Pkg.	Wood Beads, Jumbo	Same		2.27		54.48	3319
36 Pkg.	Jack and Ball	Same		.36		12.96	3320
36 Pkg.	Playtime Marbles & Bag	Same		.33		11.88	3321
24 Box.	Club Dominoes	Same		3.44		82.56	3322
53	Assl. Sizes Look Board	Same		.90		47.70	3323
				Sub-Totals		306.35	
					(This Sheet)		
				Grand Totals		1,297.75	
					Equip.	Mat'ls.	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.
EQUIPMENT:							
1. Educational Television:							
2. Audiovisuals:							
Clinics	ACCT. 5294						
4	Cassette Tape Recorder	Kelley	RL209	31.95	127.80		1304
3. All Other Instructional Equipment							
Clinics	ACCT. 5294						
1	Belt-Thermofax	3-M		11.00	11.00		1305
2	Slide Tray for Viewlex	Kelley		14.95	29.90		1306
				Sub-Totals	168.70 (This Sheet)		
				Grand Totals	Equip.	Mat'ls.	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.
EQUIPMENT:							
1. Educational Television:							
2. Audiovisuals:							
CWB:	ACCT. 5294						
1	Previewer	Valley Sch. Supply	646-452 V-170	69.50	69.50		132[illegible]
1	Panasonic Recorder	Valley Sch. Supply	628-294 RQ2095	31.95	31.95		1326
3. All Other Instructional Equipment							

Sub-Totals 101.45 (This Sheet)

Grand Totals _____ Equip. _____ Mat'ls.

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.
EQUIPMENT:							
1. Educational Television:							
2. Audiovisuals:							
KELLER:	ACCT. 5294						
1	Filmstrip Viewer	Imco, Inc	999	79.95	79.95		1329
3. All Other Instructional Equipment							
1	Stop Watch	Clydes	866-431	22.50	22.50		1330
				Sub-Totals	102.45 (This Sheet)		
				Grand Totals	Equip.	Mat'ls.	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.
EQUIPMENT:							
1. Educational Television:							
2. Audiovisuals:							
NOR.COD.	ACCT. 5294						
1	Previewer, SM.	Valley Sch. Supply	646-457	69.50	69.50		1331
3. All Other Instructional Equipment							
				Sub-Totals	69.50 (this sheet)		
				Grand Totals	Equip.	Mat'ls.	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.
EQUIPMENT:							
1. Educational Television:							
2. Audiovisuals:							
FDR:	ACCT. 5294						
1	Panasonic Tape Recorder	Kelley	166	39.95	39.95		1332
3. All Other Instructional Equipment							
				Sub-Totals	39.95 (This Sheet)		
				Grand Totals	Equip.	Mat'ls.	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.
EQUIPMENT:							
1. Educational Television:							
2. Audiovisuals:							
3. All Other Instructional Equipment							
Roosevelt	ACCT. 5294						
1	Teacher Desk	Stuebe		90.00	90.00		1004

Sub-Totals 90.00 (This Sheet)

Grand Totals _____ Equip. _____ Mat'ls.

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.
EQUIPMENT:							
1. Educational Television:							
2. Audiovisuals:							
TANK:	ACCT. 5294						
1	Previewer	Valley Sch. Supply		69.50	69.50		1333
3. All Other Instructional Equipment							
				Sub-Totals	69.50 (This Sheet)		
				Grand Totals	Equip.	Mat'ls.	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.
EQUIPMENT:							
1. Educational Television:							
2. Audiovisuals:							
WHITNEY	ACCT. 5294						
1	Panasonic Tape Recorder	Kelly	R02990AS	31.95	31.95		1334
3. All Other Instructional Equipment							
1	Shelves	Bd. of Ed.		100.00	100.00		1335
				Sub-Totals	131.95 (This Sheet)		
				Grand Totals	773.50 Equip.	Mat'ls.	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.
EQUIPMENT:							
1. Educational Television:							
2. Audiovisuals:							
ADMINISTRATIVE: ACCT. 5295							
1	Tape Recorder	Photoart		69.95	69.95		1336
1	Steno Headset	Photoart		6.95	6.95		1337
3. All Other Instructional Equipment							
2	Replace Typewriters	Bartelt		233.42	466.84		1338
				Sub-Totals	543.74 (This Sheet)		
				Grand Totals	Equip.	Mat'ls.	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.
EQUIPMENT:							
1. Educational Television:							
2. Audiovisuals:							
3. All Other Instructional Equipment							
CLINIC:	ACCT. 5295						
3	Air Conditioners	O. J. Schleis		200.00	600.00		1339
				Sub-Totals	600.00 (This Sheet)		
				Grand Totals	1143.74 Equip.	Mat'ls.	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) VIII

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.
MATERIALS: (Continued)							
3. School Library Books and All Library Expenses:							
ACCOUNT 4290 - VOLUNTEER TUTOR READING PROGRAM (VIII)							
4. Teaching Supplies and All Other Expenses for Instruction							
DIAGNOSTIC TESTING MATERIALS		Harcourt Brace					1340
Stanford Diagnostic Reading Test							
2	Form W Level II			7.20		14.40	"
2	Form X Level II			7.20		14.40	"
Scoring Key for Test Booklet							
5	Form W Level II			.50		2.50	"
5	Form X Level II			.50		2.50	"
DIAGNOSTIC TESTING MATERIALS		Consulting Psychologists Press					1341
25	Development Test of Visual Discrimination Booklets, Frostig			.45		11.25	"
5	Test Administration and Examiner's Kit for Frostig Test			10.50		52.50	"
				Sub-Totals		107.55	
					(This Sheet)		
				Grand Totals			
					Equip.	Mat'ls.	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) VIII

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.
MATERIALS: (Continued)							
3. School Library Books and All Library Expenses:							
4. Teaching Supplies and All Other Expenses for Instruction							
	DIAGNOSTIC TESTING MATERIALS	Academic Guidance Service, Inc.					1342
	Peabody Picture Vocabulary Test						
2	Complete Test Kits #C-111			10.00		20.00	"
1	Individual Test Records Form A, #R-113			3.50		7.00	"
1	Individual Test Records Form B, #R-114			3.50		7.00	"
	DIAGNOSTIC TESTING MATERIALS	Winter Park Elementary Evaluation Committee					1343
	Perceptual Forms Test						
5	Perceptual Forms Test Teacher's Manual (1962 Edition)	Individual Testing		2.00		10.00	"
5	Procedure Manuals			3.50		17.50	"
				Sub-Totals		$61.50	
					(This Sheet)		
				Grand Totals	Equip.	Mat'ls.	

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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) VIII

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.
MATERIALS: (Continued)							
3. School Library Books and All Library Expenses:							
4. Teaching Supplies and All Other Expenses for Instruction							
	DIAGNOSTIC TESTING MATERIALS	Net Reader's Press					1344
5	Laubuck Reading Progress (Laubuck Literacy for Adults)			[illegible]		50.00	"
5	ABACA	Teaching Aids		[illegible]		15.00	1345
	DIAGNOSTIC TESTING MATERIALS	Reader's Digest Services Inc.					1346
Science Readers							
10	Orange Book (Level 4)			.75		7.50	"
10	Blue Book (Level 5)			.75		7.50	"
10	Red Book (Level 6)			.75		7.50	"
Original Reading Skill Builders							"
10	Level 5, Part 1			.69		6.90	"
10	Level 5, Part 2			.69		6.90	"
				Sub-Totals		$101.30	
					(This Sheet)		
				Grand Totals	Equip.	Mat'ls.	

SUBMIT FOUR COPIES

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Title I - E.S.E.A.

School _____ Activity (phase) _____

State Project Number _____ Date [illegible]

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.

MATERIALS: (Continued)

3. School Library Books and All Library Expenses:

4. Teaching Supplies and All Other Expenses for Instruction

DIAGNOSTIC READING MATERIALS		Reader's Digest Service, Inc.					1346
Original Reading Skill Builders							
10	Level 5, Part 3			[illegible]		6.90	"
10	Level 6, Part 1			[illegible]		6.90	"
10	Level 6, Part 2			[illegible]		6.90	"
10	Level 6, Part 3			[illegible]		6.90	"
Storeroom Supplies							1347
60	Folders - Expanding File Pockets - 9 1/2 x 11 3/4			[illegible]		17.40	"
10	Paper - Fluid Duplicator 8 1/2 x 11 - 16			[illegible]		6.50	"
2	Boxes, Carbon Paper - Fluid (Spirit) Duplicator [illegible]			[illegible]		4.50	"
10	Reg. - Cards - [illegible] 5 x 8			[illegible]		2.30	"

Sub-Totals [illegible] (This Sheet)

Grand Totals _____ Equip. _____ Mat'ls.

SUBMIT FOUR COPIES

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING
BY ACTIVITY (phase)

Page [illegible]

Title I - E.S.E.A.

School _____ Activity (phase) VIII

State Project Number _____ Date _____

Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Item No.

MATERIALS: (Continued)

3. School Library Books and All Library Expenses:

6. Teaching Supplies and All Other Expenses for Instruction

Classroom Supplies							1347
[illegible]	Dol. - Plate for Plate Duplicator			[illegible]		[illegible]	"
In-Service Materials		[illegible]					1348
[illegible]	Video Tape - [illegible] work (Rental)					[illegible]	"
[illegible]	Teacher Orientation [illegible]			[illegible]		[illegible]	"
[illegible]	Tutor Trainer's Handbook			[illegible]		[illegible]	"
Community Services							1349
	Workshop - Meetings					[illegible]	"
	Dinner for Volunteers, [illegible] Consultants, Administration [illegible]					[illegible]	"

Sub-Totals [illegible] (This Sheet)

Grand Totals [illegible] Equip. [illegible] Mat'ls.

SUBMIT FOUR COPIES

Philosophy of Title I

"The total program should concentrate sufficient resources, in relation to the number of educationally deprived children in its district, to insure that the special educational needs of these children will be significantly reduced, and that the help provided will not be fragmentary "...Therefore the total program should include a variety of coordinated approaches toward meeting the needs of the educationally deprived children in a school district" ...size, scope and quality should be considered in terms of the breadth and intensity of the impact on each child involved."

Guidelines: Special Programs for Educationally Deprived Children, ESEA Title I, 1965, USOE

Goals of Title I Program

1. A goal of Title I programs, in its concern to meet the educational needs of "disadvantaged" children, is to assist in directing needed changes in the total school program.

2. To make provisions which will assure all youngsters of the necessary preparation for individual and social competency.

EXPECTED DATE	1972-73 PROJECT YEAR ACTIVITIES, MATERIALS & FACILITIES	PERSONS RESPONSIBLE	COMPLETION DATE
AUGUST 1972			
28 - Monday 29 - Tuesday 30 - Wednesday	Inservice week for the teachers in the Green Bay school system.	Edwin B. Olds Reynold Swanson Helen Fersley Jerome McCormick	September 1, 197
31 - Thursday	Orientation to adult volunteer tutoring program for East High teachers of sophomore language arts and social studies.	Edwin B. Olds Reynold Swanson John Sewell Catherine Bertler Jerome McCormick Francis Sundberg Joanne Kleist John Bricco Florence Hayes	June 8, 1972
31 - Thursday	Creative Dramatics/Creative Movements Inservice for Title I staff and teachers all day.	John Bricco Karen Prevetti	August 31, 1972
SEPTEMBER 1972			
1 - Friday	Continuation of inservice week.		September 1, 197
5 - Tuesday	Beginning of the pre-kindergarten program at Tank School.	Donald Beyer	June 8, 1972
5 - Tuesday	Parent Involvement Program at Tank School.	Darlene Idler	June 8, 1972
5 - Tuesday	Planning - Aquatic Program	Mrs. Jeanne Wright Barb Gielskie - YWCA Peggy Crawford - Aquatic Director at YWCA	October 16, 1972
5 - Tuesday 6 - Wednesday	Home visits to identify and contact disadvantaged families with preschool children.	Jeanne Wright - Title I Social Worker School Health Nurse	October 16, 1972
	Inservice needs survey to survey population.	John Bricco	September 15, 197
	Adult volunteer tutor workshop begins.	Catherine Bertler	November 6, 1972

EXPECTED DATE	1972-73 PROJECT YEAR ACTIVITIES, MATERIALS & FACILITIES	PERSONS RESPONSIBLE	COMPLETION DATE
SEPTEMBER 1972			
15 - Friday	Conferences on Nicolet Human Relations Program	Edwin B. Olds Reynold Swanson Helen Fersley Wayne Gladous John Bricco John Sewell Nicolet Human Relations Coordinator.	September 15, 1972
18 - Monday	Compile and evaluate the survey letters from parents pertaining to their choice of inservices for the 1972-73 school year. Plans and budgets have been completed for these inservices.	John Sewell John Bricco Susan Kraft Jeanne Wright Joanne Kleist Darlene Idler Dorothy Reisinger Mary Ann La Violette Elenore Seifert Evelyn Bottger Donald Lueck	September 22, 1972
20 - Wednesday 21 - Thursday 22 - Friday	Trees for Tomorrow Camp for West High youth tutoring youth program. (Tentative dates)	C.F. Baine	September 24, 72
22 - Friday	Afternoon to tally a survey letter to be sent out to the Title I patrons concerning the selection of 1972-73 workshop topics. Returned to building specialists by September 15.	John Sewell John Bricco Susan Kraft Jeanne Wright Joanne Kleist Darlene Idler Dorothy Reisinger Mary Ann La Violette Elenore Seifert Evelyn Bottger Donald Lueck	September 22, 1972
29 - Friday	Inservice: Gerald Downey, Dir. of pupil Personnel Services at Lake Tahoe. This inservice will pertain to parent involvement activities.	Gerald Downey Darlene Idler Joanne Kleist	September 29, 1972

EXPECTED DATE	1972-73 PROJECT YEAR ACTIVITIES, MATERIALS & FACILITIES	PERSONS RESPONSIBLE	COMPLETION DATE
OCTOBER 1972			
2 - Monday	The Pilot Program of Youth Tutoring Youth will begin at Norwood and Oak Grove schools.	Susan Kraft Joanne Kleist	June 8, 1972
2 - Monday thru 31 - Tuesday	Creative Crafts Inservice. A one one-half day workshop for parents in each of the fourteen target area schools.	Martha Harvey Title I staff	October 31, 1972
16 - Monday thru 27 - Friday	Howe School Pilot Program "Water Babies" swim program at YWCA for preschoolers 3-5 years of age.	Jeanne Weight Beth Mielskie Peggy Crawford	October 27, 1972
19 - Thursday	Parent Council Meeting 9:30 - 11:30	John Sewell	October 19, 1972
24 - Tuesday thru 26 - Thursday	Parent-Teacher Conferences	Title I staff	October 26, 1972
30 - Monday thru 8 - December	Howe School Pilot Program Psychomotor Skills Program for preschoolers 3-5 years of age.	Jeanne Weight Bill Stewart	December 8, 1972
NOVEMBER 1972			
2 - Thursday 3 - Friday	Wisconsin Education Association Milwaukee	WEA	November 3, 1972
6 - Monday	Adult volunteer workshop training ends.	Catherine Bertler	November 6, 1972
10 - Friday	Friday afternoon Inservice for Title I staff with Martha Harvey on Creative Crafts.	Martha Harvey Title I staff	November 10, 1972
DECEMBER 1972			
25 - December	Christmas Recess		January 2, 1973
JANUARY 1973			
9 - Tuesday	Parent Council Meeting	John Sewell	January 9,1973

EXPECTED DATE	1972-73 PROJECT YEAR ACTIVITIES, MATERIALS & FACILITIES	PERSONS RESPONSIBLE	COMPLETION DATE
JANUARY 1973			
12 - Friday	Teacher Work day (½ day) for all elementary teachers.	Edwin B. Olds Reynold Swanson Principals Teachers	January 12, 1973
12 - Friday	Iowa Basic Tests	Classroom Teachers	January 26, 1973
26 - Friday	Inservice for parents which will revolve from the fall 1972 Survey letter sent to parents listing a choice of inservice ideas. Plans and budgets have been completed and alternate inservices have been budgeted.	Donald Lueck John Bricco Evelyn Bottger	January 26, 1973
FEBRUARY 1973			
5 - Monday thru 18 - May	Howe School Pilot Program Arts and Crafts at YWCA for preschoolers ages 3-5	Jeanne Wright Barb Giolakis	May 18, 1973
9 - Friday (½ day)	Inservice program for parents which will revolve from the 1972 Survey letter sent to parents listing a choice of inservice ideas Plans and budget are completed and alternate inserves have been budgeted.	Dorothy Reisinger Elenore Seifert John Bricco Morva Faulds	February 9, 1973
MARCH 1973			
13 - Tuesday	Parent Council Meeting	John Sewell	March 13, 1973
20 - Tuesday thru 22 - Thursday	Parent - teacher conferences	Title I staff	March 22, 1973
APRIL 1973			
13 - Friday	No School - Northeastern Wisconsin Educational Association	NWEA	April 13, 1973
16 - Monday thru 19 - Thursday	Metropolitan Achievement Tests Grades Kindergarten - Second	Classroom teachers Title I staff	April 19, 1973

EXPECTED DATE	1972-73 PROJECT YEAR ACTIVITIES, MATERIALS & FACILITIES	PERSONS RESPONSIBLE	COMPLETION DATE
APRIL 1973			
20 - Friday	Easter Vacation		April 30, 1973
30 - Monday	Begin testing and evaluation of of Title I students	Title I staff	May 4, 1973
MAY 1973			
1 - Tuesday	Continue and complete testing and evaluation of Title I students.	Title I staff	May 4, 1973
8 - Tuesday	Parent Council Meeting	John Sewell	May 8, 1973
18 - Friday	½ day teacher clerical day - all schools.	Edwin B. Olds Reynold Swanson Principals	May 18, 1973
18 - Friday	Summarize Evaluations of project activities.	Jeanne Wright	
JUNE 1973			
4 - Monday thru 8 - Friday	Title I Evaluation Week	John Sewell John Bricco and entire Title I staff	June 8, 1973
11 - Monday	4-H Summer Camp	John Sewell Dale Sabo	June 15, 1973

TITLE I E.S.E.A., FY 19____
State Department of Public Instruction

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

(To be completed by LEA and returned with application to Title I Supervisor)

RATIONALE: To assure understanding and expedite approval of project applications following are our perceptions of the specific checklist items:

ITEM	GUIDELINE	LEA DESCRIPTION	D.P.I. REVIEW
1. PLANNING & EVALUATION - Parents - Non public - CAP - LEA Staff - Representatives of other Federal Programs - Other Community Agencies - Other Professional Groups	a. Planning & evaluation requires the involvement of various groups or agencies in the inception & development of program design. b. Planning & evaluation should be a continuous, ongoing process. c. Title I program should be planned as an integral part of the total school program. d. Previous year's project evaluation should be reflected in continuous program planning. e. Parents & nonpublic school's role in planning & evaluation should be expanded, & involvement should be from the inception.	1. MAKE UP OF TITLE I ADVISORY COUNCIL: A. Parents of Title I Participants Names: 1. Cokins, Pam 2. Edwards, Deanne 3. Harvey, Martha 4. Herlache, Betty 5. Hoeffel, Peggy 6. Kaiver, Delores 7. Liesch, Barbara 8. Meszkiewicz, Deanne 9. Pierquet, Shirley 10. Rabideau, Doris 11. Schippel, Lois 12. Seidl, Marcella 13. Tetting, Pat 14. Wendt, Shirley B. Local School Personnel, Names: 1. Blomiley, Robert 2. Bricco, John P. 3. Reisinger, Dorothy 4. Schroeder, Beverly 5. Sewell, John	

TITLE I E.S.E.A., FY 19____
State Department of Public Instruction

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

(To be completed by LEA and returned with application to Title I Supervisor)

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TITLE I E.S.E.A., FY 19____
State Department of Public Instruction

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

(To be completed by LEA and returned with application to Title I Supervisor)

RATIONALE: To assure understanding and expedite approval of project applications following are our perceptions of the specific checklist items:

ITEM	GUIDELINE	LEA DESCRIPTION	D.P.I. REVIEW
1. PLANNING & EVALUATION - Parents - Non public - CAP - LEA Staff - Representatives of other Federal Programs - Other Community Agencies - Other Professional Groups	a. Planning & evaluation requires the involvement of various groups or agencies in the inception & development of program design. b. Planning & evaluation should be a continuous, ongoing process. c. Title I program should be planned as an integral part of the total school program. d. Previous year's project evaluation should be reflected in continuous program planning. e. Parents & nonpublic school's role in planning & evaluation should be expanded, & involvement should be from the inception.	1 2. (Continued) Building project staff will be responsible to their principal and take part in school staff duties. At the central staff level instructional concerns will be channelled through directors of elementary and secondary education. In these ways, we will seek maximum integration of the program into regular school district activities.	

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. R	D.P.I. EX
2. NEEDS - Intellectual - Physical - Social - Emotional (Note: Please relate the above to the identified needs in your preliminary project description.)	a. Includes those areas of deficiency in the school program which do not match the child at his level of development. b. Assessment of needs will relate to specific change(s) expected in the child which will allow him to learn at his maturational level. c. Needs, as identified, form the basis for the development of behavioral objectives.	Needs, locally assessed, are listed below according to type. A. Intellectual 1. A need for a more enriched background such as real and vicarious experiences that will provide students with educational activities that recognize individual needs. 2. A need to develop better oral and written communication skills in order to help improve self-image and instill a more positive attitude toward the learning process. 3. A need to provide students with the means to assume greater responsibilities for their own education. 4. A need to provide students with the opportunities to develop their individual interests and abilities both at school and home. 5. A need to guide students in developing and improving intelligent self-direction, self-discipline, and self-control. 6. A need to provide opportunities for a greater appreciation and love for good literature. 7. A need for an elementary psychologist, especially for ESEA-Title I, to shorten the present waiting period for effective child counseling and testing. 8. A need of parents to understand their children's needs. 9. A need for understanding, on the part of classroom teachers, toward disadvantaged children and the ESEA-Title I program. 10. A need for both classroom and ESEA-Title I center teachers to have more adult assistance in details of classroom instruction in elementary schools.		

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
NEEDS - Intellectual - Physical - Social - Emotional (Note: Please relate the above to the identified needs in your preliminary project description.)	a. Includes those areas of deficiency in the school program which do not match the child at his level of development. b. Assessment of needs will relate to specific change(s) expected in the child which will allow him to learn at his maturational level. c. Needs, as identified, form the basis for the development of behavioral objectives.	B. Physical Two areas of related physical skills, visual perception and psychomotor development, must be redefined for children, i.e.: 1. Need for freedom of movement (as with creative movements) 2. Need for perceptual development to distinguish among such senses, as smell, tactile differences. 3. Need for adequate visual screening among pupils. 4. Need for general physical check-ups among pupils. 5. Need for auditory perception skills to distinguish among: Sounds-environmental, letters words. Patterns-rhyming words Listening-keys to certain words 6. Need for visual perception skills to help: Distinguish shapes, sizes, colors. Provide eye-hand coordination problems in activities such as cutting, puzzles, coloring. Distinguish likenesses & differences. 7. Need for motor cordinatie skills to: Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional devices, etc. 8. Need of opportunity for proper nutrition, physical fitness, and medical care such as dental and optical.	

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

ITEM	GUIDELINES	LEA DESCRIPTION	D.P. PG.
2. NEEDS - Intellectual - Physical - Social - Emotional (Note: Please relate the above to the identified needs in your preliminary project description.)	a. Includes those areas of deficiency in the school program which do not match the child at his level of development. b. Assessment of needs will relate to specific change(s) expected in the child which will allow him to learn at his maturational level. c. Needs, as identified, form the basis for the development of behavioral objectives.	C. Social Enriched social environments will offer social experiences in order to expand the total environment of each child, to these needs: 1. Need for community interaction Developing friendly community atmosphere. Involving resource people of the community. 2. Family Interaction Involve family as a unit in both school and social activities. Promote a better means of communication within the family. 3. Overcome lack of cultural experiences among project children. Provide students with a variety of cultural experiences. Expose and make child aware of the various cultural opportunities available to him.	

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
7. NEEDS - Intellectual - Physical - Social - Emotional Note: Please relate the above to the identified needs in your preliminary project description.)	a. Includes those areas of deficiency in the school program which do not match the child at his level of development. b. Assessment of needs will relate to specific change(s) expected in the child which will allow him to learn at his maturational level. c. Needs, as identified, form the basis for the development of behavioral objectives.	D. Emotional Enrichment activities will attempt to meet individual emotional needs of children, such as: 1. Need for self-pride and increased awareness of one's own worth. 2. Need for pride in, and knowledge of one's own ethnic and cultural background. 3. Need for pride in, and knowledge of, one's local community. 4. Need for opportunities to develop self-control. 5. Need for opportunities to learn without tension through non-competitive and creative activities. 6. Need for ability of adequate self-expression with other people. 7. Need for opportunities of adult guidance.	

[illegible]

ITEM	GUIDELINES	LEA DESCRIPTION	U.P. REVIEW
BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	Sample: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) I. Affective Objectives A. Grade Level Pre-K 1. Behavioral Objective - Affective No. 1 Through cultural experiences and educational play approximately 50 selected four year olds of the Tank Elementary School area will display emotional development by improving their image of themselves and their immediate surroundings. Such growth will be measured by teacher observations and parent evaluations to determine whether or not a positive growth has been made in this area. 2. Relationship to needs to be served. Social #3 - Overcome lack of cultural experiences among project children. Emotional #1 - Need for self-pride and increased awareness of one's own worth. Emotional #2 - Need for pride in, and knowledge of, one's own ethnic and cultural background. Emotional #3 - Need for pride in, and knowledge of, one's local community. Emotional #7 - Need for opportunities of adult guidance. 1. Behavioral Objective - Affective No. 2 Through language development experiences, approximately 50 selected four year olds of the Tank Elementary School area will display social development by improving in their ability to play alone, share with others in the small group to larger groups depending on the type of activity needed as measured by their willingness to participate as well as the length of time which might be spent on that activity. The child's interaction will be measured by teacher observation as to his degree of co-operation shown in the developmental stages of playing by himself, parallel play, and eventually play in an atmosphere of general-to-formal in nature.	

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

[illegible]	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
BEHAVIORAL OBJECTIVES Relate to needs Population Content Cognitive Affective<| Psychomotor Change expected & degree of Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) I. Affective Objectives (Continued) Grade Level Pre-K, Affective No. 2 (Continued) 2. Relationship to needs to be served. Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities. B. Grade Level 1-6 1. Behavioral Objective Affective No. 3 Through selected cultural and social experiences which are relevant to reading awareness, identified and participating students in this ESEA-Title I program of community interaction, family interaction, and cultural enrichment will show positive growth in self-concept as measured by teacher-made attitude scales to be completed by students, teachers, and parents. Such positive growth is defined by the standards of observable behavior incorporated in the evaluations instrument. 2. Relationship to needs to be served. Intellectual #2 - A need to develop better oral and written communication skills in order to help improve self-image and instill a more positive attitude toward the learning process. Social #1 - Need for community interaction Social #2 - Family Interaction Social #3 - Overcome lack of cultural experiences among project children. Emotional #1 - Need for self-pride and increased awareness of one's own worth. Emotional #2 - Need for pride in, and knowledge of, one's own ethnic and cultural background. Emotional #3 - Need for pride in, and knowledge of, one's local community.	

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBSEQUENT APPLICATION

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REV.
3. BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) I. Affective Objectives (Continued) B. Grade Level 1-6 (Continued) 1. Behavioral Objectives - Affective No. 4 (Norwood and Oak Grove Pilot) Through an organized tutoring program, participating ESEA-Title I Elementary students will enhance their self-image and develop a background that will increase readiness for reading achievement. The intermediate students will be paired with primary students. Time for planning and making materials will be included in the center teacher's weekly schedule. Evaluation will be by teacher observation and checklist on attitudes toward school, peers and learning. 2. Relationship to needs to be served. Intellectual #1 - A need for a more enriched background such as real and vicarious experiences that will provide students with educational activities that recognize individual needs. Intellectual #2 - A need to develop better oral and written communication skills in order to help improve self-image and instill a more positive attitude toward the learning process. Intellectual #3 - A need to provide students with the means to assume greater responsibilities for their own education. Intellectual #4 - A need to provide students with the opportunities to develop their individual interests and abilities both at school and at home. Emotional #1 - Need for self-pride and increased awareness of one's own worth. Emotional #4 - Need for opportunities to develop self-control. Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities. Emotional #6 - Need for ability of adequate self-expression with other people.	

GUIDE & CHECKLIST FOR WRITING THE [illegible] & [illegible] APPLICATION

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
3. BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) I. Affective Objectives (Continued) C. Grade Level 4-12 1. Affective No. 5 - Behavioral Objective (St. Joseph's Home for Boys) The boys at St. Joseph's Home, through learning experiences with emphasis on reading and mathematics, will show positive growth in self-concept, increasing development of personal goals, and more positive attitudes towards others. This growth will be measured by staff-made attitude scales to be completed by the boys, teachers, and teacher-aide. Positive growth is defined by the standards of observable behavior incorporated in the evaluative intruments. 2. Relationships to needs to be served. Intellectual #1 - A need for a more enriched background such as real and vicarious experiences that will provide students with educational activities that recognize individual needs. Intellectual #2 - A need to develop better oral and written communication skills in order to help improve self-image and instill a more positive attitude toward the learning process. Physical #5 - Need for auditory perception skills to distinguish among: Sounds, Patterns, and Listening. Physical #6 - Need for visual perception skills. Social #3 - Overcome lack of cultural experiences among project children. Emotional #1 - Need for self-pride and increased awareness of one's own worth. Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities. Emotional #6 - Need for ability of adequate self-expression with other people. Emotional #7 - Need for opportunities of adult guidance.	

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REV[illegible]
BEHAVIORAL OBJECTIVES Relate to needs Population Content Cognitive Affective Psychomotor Change expected & degree of Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K, K, early elementary; later elementary; secondary.) I. Affective Objectives (Continued) D. Grade Level 7-12 1. Behavioral Objective - Affective No. 6 (Our Lady of Charity) Approximately 87 junior-senior high age girls in Our Lady of Charity School participating in this music appreciation program of choral music will be able to: Compete in the district music festival. Perform as a musical group at two public performances. Identify musical contributions and contemporary artists, will classify them as folk music, western, musical stage plays and pop music. Evaluation will be accomplished by a 10-point rating scale of observable pupil behaviors. 2. Relationship to needs to be served. Intellectual #1 - A need for a more enriched background such as real and vicarious experiences that will provide students with educational activities that recognize individual needs. Physical #5 - Need for auditory perception skills to distinguish among: sounds-environmental, letters, words, & patterns-rhyming sounds, & listening-keys to certain words. Social # 3 - Overcome lack of cultural experiences among project children. Emotional #1 - Need for self-pride and increased awareness of one's own worth. Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities. Emotional #7 - Need for opportunities of adult guidance. 1. Behavioral Objective - Affective No. 7 Through a two-part tutoring program, twenty-five ESEA-Title I sophomores of West High school will tutor disadvantaged pupils of Lincoln while twenty-five similar students	

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
.(HAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) of East High School will be tutored by adult volunteer tutors, individuals of both groups will improve in their self-concept. Evaluation will be by pre-and-post parent-classroom teacher, student subjective voting scales of observable behaviors. 2. Relationship to needs to be served. Intellectual #2 - A need to develop better oral and written communication skills in order to help improve self-image and instill a more positive attitude toward the learning process. Intellectual #3 - A need to provide students with the means to assume greater responsibilities for their own education. Intellectual #4 - A need to provide students with the opportunities to develop their individual interests and abilities both at school and at home. Intellectual #5 - A need to guide students in developing and improving intelligent self-direction, self-discipline, and self-control. Emotional #1 - Need for self-pride and increased awareness of one's own worth. Emotional #4 - Need for opportunities to develop self-control. Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities. Emotional #6 - Need for ability of adequate self-expression with other people. Emotional #7 - Need for opportunities of adult guidance. E. Grade Level: Adult 1. Behavioral Objective - Affective No. 8 All Target Schools-Human Resouces Survey ESEA-Title I center teachers and target area classroom teachers will contribute, during their October, 1972, parent conferences, to the completion of a human resources survey, among target area parents, in order to create an awareness of these persons, or others, as they could relate to classroom enrichment activities. Evaluation of theproject will be the preparation, by each target school center teacher, of a minimum list of 10 resource people available from each target school area.	

GUIDE & CHECKLIST FOR [illegible] & [illegible] APPLICATION

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
1. BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) I. Affective Objectives (Cont.) E. Grade Level: Adult Affective No. 8 (Cont.) 2. Relationship to need to be served. Social #1 - Need for community interaction. Emotional #3 - Need for pride in, and knowledge of, one's local community. Emotional #7 - Need for opportunities of adult guidance. F. Grade Level: Pre-K)2-3) Adult 1. Behavioral Objective - Affective No. 9 Tank-Pilot Project, Second Year Through selected parent-teacher experiences in various sized groupings, participating parents in the ESEA-Title I program, 1972-73, will demonstrate an improved understanding of children and how the school relates to them. Evaluation will be as follows: 1. Confidential pre-and-post parent checklist of pupil attitudes. 2. Confidential pre-and-post teacher checklist of pupil attitudes. 3. School anecdotal records from teacher observations. Evaluative instruments other than anecdotal records will be completed, in September, 1972, by Tank School Title I project staff and selected parents. 2. Relationship to needs to be served. Intellectual #8 - A need of parents to understand their children's needs. Physical #8 - Need for opportunity for proper nutrition, physical fitness, and medical care such as dental and optical. Social #1 - Need for community interaction. Social #2 - Family interaction. Emotional #7 - Need for opportunities of adult guidance.	

GUIDE & CHECKLIST FOR WRITING THE [illegible] & [illegible] APPLICATION

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
1. BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) I. Affective Objectives: (Continued) F. Grade Level Pre-K Adult (cont.) 1. Behavioral Objective - Affective No. 10 Parent-School Human Relations Nicolet Pilot Program Through selected parent education experiences, with a part-time professional person representing the school, participating parents in this ESEA-Title I program will demonstrate an improved understanding of themselves, their children, their neighborhood school, and their school community. Evaluation will be by increased parent participation in school activities such as inservice educational meetings, working as volunteer aides in the classroom, and social involvement designed to further enhance their self-image. Coffee hours, pot lucks, school dinners, block clubs, are possible examples. Degrees of observable change in pupil behaviors, as reported by parents, will be measured by instruments to be developed in the fall, 1972, by the Nicolet principal and the professional person concerned. 2. Relationship to need to be served. Intellectual #4 - A need to provide students with the opportunities to develop their individual interests and abilities both at home and at school. Intellectual #8 - A need of parents to understand their children's needs. Social #1 - Need for community interaction. Social #2 - Family Interaction Social #3 - Overcome lack of cultural experiences among project children. Emotional #1 - Need for self-pride and increased awareness of one's own worth. Emotional #2 - Need for pride in, and knowledge of, one's own ethnic and cultural background. Emotional #3 - Need for pride in, and knowledge of, one's local community.	

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
I. BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) II. Cognitive Objectives A. Grade Level - Pre-K (Tank Elementary only) 1. Behavioral Objective - Cognitive No. 1 Approximately 35 four-year olds will attend a modified kindergarten readiness program designed to increase each child's knowledge of his world, his home, his school, and his community. Toward these areas, he will demonstrate positive development in attitudes reflecting a beginning of the learning skills processes basic to all the fields of knowledge, examples being: health, science, social science, mathematics, language arts areas, art, and music. Evaluation will be through mastery of principles in various educational games, to be designed by the teacher in September, 1972, and through the Peabody Test of Basic Experiences. In addition, a May, 1973, Metropolitan readiness will be administered to Tank kindergarten children. Scores of kindergarten pupils in the initial pilot group of 4-year olds, 1971-72 term, will be compared with scores attained by earlier 1971-72 kindergarten children who had taken the same test but who had not had the preparatory training as four-year olds. The test comparison will, in the Spring of 1974, be repeated with this years 4-year olds to become 1973-74 kindergarteners. 2. Relationship to needs to be served. Intellectual #1 - A need for a more enriched background such as real and vicarious experiences that will provide students with educational activities that recognize individual needs. Intellectual #2 - A need to develop better oral and written communication skills in order to help improve self-image and instill a more positive attitude toward the learning process. Intellectual #7 - A need for an elementary psychologist, especially for ESEA-Title I, to shorten the present waiting period for effective child counseling and testing. (Provided by district)	

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING AN APPLICATION

	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
I. BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) II. Cognitive Objectives (Continued) Cognitive No. 1 (Continued) Physical #5 - Need for auditory perception skills to distinguish among: Sounds-environmental, letters, words. Patterns - rhyming words Listening-keys to certain words Physical #6 - Need for visual perception skills to help: Distinguish shapes, sizes, colors. Provide eye-hand coordinations problems in activities such as cutting, puzzles, coloring. Distinguish likenesses and differences. Physical #7 - Need for motor coordination skills to: Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements instructional devices, etc. Social #1 - Need for community interaction Social #3 - Overcome lack of cultural experiences among project children. Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities. Emotional #6 - Need for ability of adequate self-expressions with other people. B. Grade Level 1-6 1. Behavioral Objective - Cognitive No. 2 Through language enrichment experiences, with emphasis on reading, identified and participating students in the ESEA-Title I program will improve in oral and written communication techniques. Evaluation will be by teacher observation, standardized and non-standardized tests, and skill charts. 2. Relationship to needs to be served. Intellectual #1 - A need for a more enriched background such as real and vicarious experiences that will provide students with educational activities that recognize individual needs.	

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) Intellectual #2 - A need to develop better oral and written communication skills in order to help improve self-image and instill a more positive attitude toward the learning process. Intellectual #7 - A need for an elementary psychologist, especially for ESEA-Title I, to shorten the present waiting period for effective child counseling and testing. Emotional #6 - Need for ability of adequate self-expression with other people. 1. Behavioral Objective - Cognitive No. 3 (Pilot Program Oak Grove and Norwood) Through an organized tutoring program, participating ESEA-Title I elementary students both tutors and tutored, will show improvement in reading as measured by the Gates MacGinities Reading Survey and the Botel Phonics test. 2. Relationship to needs to be served. Intellectual #1 - A need for a more enriched background such as real and vicarious experiences that will provide students with educational activities that recognize individual needs. Intellectual #2 - A need to develop better oral and written communication skills in order to help improve self-image and instill a more positive attitude toward the learning process. Intellectual #3 - A need to provide students with the means to assume greater responsibilities for their own education. Intellectual #4 - A need to provide students with the opportunities to develop their individual interests and abilities both at home and at school Intellectual #7 - A need for an elementary psychologist, especially for ESEA-Title I, to shorten the present waiting period for effective child counseling and testing. Physical #5 - Need for auditory perception skills. Physical #6 - Need for visual perception skills. Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities. Emotional #6 - Need for ability of adequate self-expression with other people.	

[illegible] CATION

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) II. Cognitive Objectives (Continued) B. Grade Level 1-6 1. Behavioral Objective - Cognitive No. 4 Pupils participating in the ESEA-Title I, program either in centers or in the reading clinic, will demonstrate the ability to synthesize their ESEA-Title I program goals by assisting in the completions of these minimum activities at each center or clinic: 1. A video tape production 2. A super 8mm color film or 35mm filmstrip with narrative. 3. A set of pictures illustrating the 1972-73 ESEA-Title I, project in each center or clinic. Evaluation of these activities will be by the extent these activities are completed (other area evaluations specifically measure separate skills developed). 2. Relationship to Needs to be served. Intellectual #2 - A need to develop better oral and written communication skills in order to help improve self-image and instill a more positive attitude toward the learning process. Intellectual #4 - A need to provide students with the opportunities to develop their individual interests and abilities both at school and home. Physical #7 - Need for motor coordination skills to: Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional devices etc. Emotional #4 - Need for opportunities to develop self-control. Emotional #5 - Need for opportunities to learn through non-competitive and creative activities. Emotional #6 - Need for ability of adequate self-expressions with other people. Emotional #7 - Need for opportunities of adult guidance.	

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I. BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary. II. Cognitive Objectives (Continued) B. Grade Level 1-6 1. Behavioral Objective - Cognitive No 5 The ESEA-Title I instructional service center media specialist will instruct participating ESEA-Title I students and teachers within the centers and clinic in using audio visual media to further develop communication skills. Evaluation will be by teacher-made rating scales for teachers, students, and larger audiences. 2. Relationship to needs to be served. Intellectual #4 - A need to provide students with the opportunities to develop their individual interests and abilities both at school and at home. Intellectual #10 - A need for both classroom and ESEA-Title I center teachers to have more adult assistance in details of classroom instructions in elementary schools. Physical #7 - Need for motor coordination skills to: perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional devices, etc. Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities. Emotional #7 - Need for opportunities of adult guidance. C. Grade Level - 4-6 1. Behavioral Objective - Cognitive No. 6 Through practice and performance during special ESEA-Title I music lessons, all eligible children taking part will demonstrate a basic knowledge of instrumental music by relating the functions of each part of their instrument, as well as reading all rhythm notes from whole and half through the 8th, as well as rests. Evaluation will be carried out by both elementary music and classroom teachers using non-standardized, teacher-made tests.	

[illegible] CATION

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
[illegible] BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) II. Cognitive Objectives (Cont.) C. Grade Level 4-6 Cognitive No. 6 (Cont.) 2. Relationship to needs to be served. Intellectual #4 - A need to provide students with the opportunities to develop their individual interests and abilities both at school and home. Intellectual #5 - A need to guide students in developing and improving intelligent self-direction, self-discipline, and self-control. Physical #5 - Need for auditory perception skills to distinguish among: Sounds-environmental, letters, words. Patterns-rhyming words. Listening-keys to certain words. Physical #6 - Need for visual perception skills to help: Distinguish shapes, sizes, colors Provide eye-hand coordination problems in activities such as cutting, puzzles, coloring. Distinguish likenesses and differences. Physical #7 - Need for motor coordination skills to: Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements instructional devices, etc. Emotional #1 - Need for self-pride and increased awareness of one's own worth. Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities. Emotional #7. - Need for opportunities of adult guidance. 1. Behavioral Objective - Cognitive No. 7 Approximately 48 identified academically and economically deprived students in grades 4-6, with a reading deficiency of more than two years in relation to their reading expectancy, will receive diagnostic evaluations to determine their reading needs and degree of deficiency. Remedial reading services will be provided to correct deficiencies, and a continuous assessment will be made to determine the child's eligibility in the clinic. Individually prescribed instruction will be designed to meet the child's needs in the regular classroom.	
	Vocational reading at Our Lady of Charity School will be an extension of clinic services beyond this group of 48.		

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BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary. II. Cognitive Objectives (Continued) C. Grade Level 4-6 Cognitive No. 7 (Continued) 2. Relationship to needs to be served. Intellectual #1 - A need for a more enriched background such as real and vicarious experiences that will provide students with educational activities that recognize individual needs. Intellectual #2 - A need to develop better oral and written communication skills in order to help improve self-image and instill a more positive attitude toward the learning process. Intellectual #4 - A need to provide students with the opportunities to develop their individual interests and abilities both at school and at home. Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities. Emotional #6 - Need for ability of adequate self-expression with other people. Emotional #7 - Need for opportunities of adult guidance. D. Grade Level 10 - Adult 1. Behavioral Objective - Cognitive No. 8 Through language arts experiences, with emphasis on remedial reading, identified and participating youth tutors of West High School and East High School youth tutored by adult volunteers will improve in oral and written communication teachniques, as well as in rules for written English. Evaluation will be by teacher observation, standardized and non-standardized tests, and skill charts. 2. Relationship to needs to be served. Intellectual #1 - A need for a more enriched background such as real and vicarious experiences that will provide students with educational activities that recognize individual needs.	

GUIDE & CHECKLIST FOR [illegible] CATION

[illegible]	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) II. Cognitive Objectives (Cont.) D. Grade Level 10-Adult Cognitive No. 8 (Cont.) 2. Relationship to needs to be served. (Cont.) Intellectual #2 - A need to develop better oral and written communication skills in order to help improve self-image and instill a more positive attitude toward the learning process. Intellectual #3 - A need to provide students with the means to assume greater responsibilities for their own education. Intellectual #5 - A need to guide students in developing and improving intelligent self-direction, self-discipline, and self-control. Physical #6 - Need for visual perception skills to help: Distinguish shapes, sizes, colors. Provide eye-hand coordination problems in activities such as cutting, puzzles, coloring. Distinguish likenesses and differences. Physical #7 - Need for motor coordination skills to: Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional devices, etc. Emotional #1 - Need for self-pride and increased awareness of one's own worth. Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities. Emotional #6 - Need for ability of adequate self-expression with other people. Emotional #7.- Need for opportunities of adult guidance. E. Grade Level - Adult 1. Behavioral Objective - Cognitive No. 9 ESEA-Title I staff, target school classroom teachers, and principals, as well as target area parents of disadvantaged pupils will take part in a September, 1972, survey to assess priorities and numbers of 1972-73 inservice	

TERMS	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) II. Cognitive Objectives (Cont.) E. Grade Level - Adult 1. Behavioral Objective Cog. No. 9 (Cont.) topics to be carried out as suggested during 1972 spring needs assessments. The evaluations and survey will be by a rating scale of workshop suggestions and alterations to be prepared by ESEA-Title I staff. 2. Relationship to needs to be served. Intellectual #8 - A need of parents to understand their children's needs. Intellectual #9 - A need for understanding, on the part of classroom teachers, toward disadvantaged children and the ESEA-Title I program. Social #1 - Need for Community interaction. Social #3 - Overcome lack of cultural experiences among project children.	

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

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BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) III. Psychomotor Objectives A. Grade Level - Pre-K 1. Behavioral Objective - Psychomotor No. 1 Howe School Coordination and Enrichment Program Disadvantaged preschool children between the ages of 3 to 5 years, whose families qualify for ESEA-Title I and will participate in this Howe Elementary-YWCA coordination and enrichment program will show improved psychomotor, swimming, and manipulative skills. Evaluation shall be, in addition to teacher observation, by teacher made rating scales to be prepared in the fall of 1972. 2. Relationship to needs to be served. Physical #1 - Need for freedom of movement (as with creative movements) Physical #6 - Need for visual perception skills to help: Distinguish shapes, sizes, colors. Provide eye - hand coordination problems in activities, such as cutting, puzzles, coloring. Distinguish likenesses and differences. Physical #7 - Need for motor coordination skills to: Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional devices, etc. Physical #8 - Need of opportunity for proper nutrition, physical fitness, and medical care such as dental and optical. Emotional #1 - Need for self-pride and increased awareness of one's own worth. Emotional #4 - Need for opportunities to develop self-control. Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities. Emotional #7 - Need for opportunities of adult guidance.	

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
3. BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) III. Psychomotor Objectives (Continued.) A. Grade Level - Pre-K (Cont.) 1. Behavioral Objective - Psychomotor No. 2 Through selected physical activities each child will demonstrate his efficiency through a well-rounded physical developmental program, in the areas of rhythmical activities, movement education, and vigorous large muscles activities. The proficiency of the child will be chiefly measured by Move and Grow and Learn Developmental Test, by Orpet and Heustis of the Frostig-Haslow program. Special needs of each child will be indicated by additional tests listed in the directory of evaluative instruments at the end of Exhibit "U". 2. Relationship to needs to be served. Intellectual #5 - A need to guide students in developing and improving intelligent self-direction, self-discipline, and self-control. Physical #1 - Need for freedom of movement (as with creative movements) Physical #2 - Need for perceptual development to distinguish among such senses as smell, tactile differences. Physical #5 - Need for auditory perception skills to distinguish among: Sounds-environmental, letters, words Patterns-rhyming words Listening-keys to certain words Physical #6 - Need for visual perception skills to help: Distinguish shapes, sizes, colors. Provide eye-hand coordination. Distinguish likenesses and differences. Physical #7 - Need for motor coordination skills to: perform single motor tasks in ball handling, hopping, left and right eye coordination. Emotional #4 - Need for opportunities to develop self-control. Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities. Emotional #7 - Need for opportunities of adult guidance.	

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) III. Psychomotor Objectives (Continued) B. Grade Level - Kindergarten 1. Behavioral Objective - Psychomotor No. 3 Kindergarten - Early primary teachers who participated in a psychomotor development clinic at Tank elementary school during the summer of 1972 will field test behavioralized objectives, activity lists, and evaluations developed for the kindergarten level. Evaluation of these will be through a 1972-73 term process evaluation, with results to be finalized in the spring of 1973, necessary revisions to follow for implementing psychomotor training as an integral part of their regular kindergarten and/or early elementary curriculum of all ESEA-Title I schools. 2. Relationships to needs to be served. Physical #6 - Need for visual perception skills to help: Distinguish shapes, sizes, colors. Provide eye-hand coordination problems in activities such as cutting, puzzles, coloring. Distinguish likenesses and differences. Physical #7 - Need for motor coordination skills to: Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructionsl devices, etc. C. Grade Level 1-6 1. Behavioral Objective - Psychomotor No. 4 Pupils selected for the Title I-ESEA program who are diagnosed as needing training in the psychomotor area for greater reading achievement, will individually improve their individual specific needs in motor and perceptual skills as measured by appropriate checklist(s) to be designed by the center teachers. Diagnosis will be by a subjective evaluation tool, and training will follow a systematic checklist of needs.	

ITEM	GUIDELINES	LEA DESCRIPTION	D R I. REVIEW
BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) II. Psychomotor Objectives (Cont.) C. Grade Level 1-6 Psychomotor No. 4 (Cont.) 2. Relationship to needs to be served. Intellectual #5 - A need to guide students in developing and improving intelligent self-direction, self-discipline, and self-control. Physical #1 - Need for freedom of movement (as with creative movements) Physical #2 - Need for perceptual development to distinguish among such senses as smell, tactile differences. Physical #3 - Need for adequate visual screening among pupils. Physical #4 - Need for general physical checkups among pupils. Physical #5 - Need for auditory perception skills to distinguish among: Sounds-environmental, letters, words Patterns-rhyming words Listening-keys to certain words. Physical #6 - Need for visual perception skills to help: Distinguish shapes, sizes, colors. Provide eye-hand coordination problems in activities such as cutting, puzzles, coloring. Distinguish likenesses and differences. Physical #7 - Need for motor coordination skills to: Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional devices, etc. Physical #8 - Need of opportunity for proper nutrition, physical fitness, and medical care such as dental and optical. Emotional #4 - Need for opportunities for developing self control. Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities	

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING A APPLICATION

M	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
BEHAVIORAL OBJECTIVES -Relate to needs -Population -Content Cognitive Affective Psychomotor -Change expected & degree of -Measurement	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. * Content can include academic achievement, personal, social, & physical development.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.) III. Psychomotor Objectives (Cont.) D. Grade Level 4-6 1. Behavioral Objective - Psychomotor No. 5 Disadvantaged children in each of two types of instrumental music programs shall extend the duration of time they sustain musical dexterity as demonstrated by fully coordinated playing of at least two appropriate compositions selected by their music teacher. Final evaluation will include the demonstrated performances as observed by their music teachers, but continuous evaluation will note decreasing frequency of pupil errors, as also observed by the music teacher, and also by teacher-made charts of pupil progress during the period of training. 2. Relationship to needs to be served. Intellectual #4 - A need to provide students with the opportunities to develop their individual interests and abilities both at school and home. Physical #7 - Need for motor coordination skills to: Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional devices, etc. Emotional #1 - Need for self-pride and increased awareness of one's own worth. Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities. Emotional #6 - Need for ability of adequate self-expression with other people. Emotional #7 - Need for opportunities of adult guidance.	

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PROJECT # 30-156

A PROGRAM OF ENRICHMENT OPPORTUNITIES

FOR DISADVANTAGED CHILDREN, PHASE VI

1972-73

AFFECTIVE OBJECTIVES AND PROPOSALS FOR EACH

OBJECTIVE: AFFECTIVE NO. 1
AREA: Emotional Development
(Self-Concept Building)
Tank-Pilot Program, Second Year

EXHIBIT: A
LEVEL: 4 yr. olds

BEHAVIORAL OBJECTIVE

Through cultural experiences and educational play approximately 50 selected four-year-olds of the Tank Elementary School area will display emotional development by improving their self-image of themselves and their immediate surroundings. Such growth will be measured by teacher observation and parent evaluation to determine whether or not a positive growth has been made in this area.

OBJECTIVE: AFFECTIVE NO. 1
AREA: Emotional Development
(Self Concept Building)
Tank-Pilot Program, Second Year

EXHIBIT: A-1
LEVEL: 4 year olds

CLASSROOM ACTIVITIES		SUGGESTIONS: AV - Specialist
Role Playing	Child now, Adult later City or rural dweller Feminine or masculine Mother or Daddy	Movies -- Personal grooming Tape Recordings Actual situations response
Introduce to quantity as well as quality		Childrens music taped
Feelings	through communication Five senses Verbal expressions	Record Player
Appreciation of	literature moods	Overhead Projector
Appreciation of	art media music texture unit work	
Wealth of musical experiences		
Expression through verbalization		
	Arrival Telling time Puppets Surprise box (Guessing using the five senses)	
Free Play Rhythms	Individual Contact (If necessary) Appreciation Outlet for feelings Forgetting ones cares Tempo adjustment Outlet for body movement Motor control	

[illegible]
AREA: EMOTIONAL DEVELOPMENT
(Self Concept Building)
Tank Pilot Program-Second Year (1972-73)

[illegible]
LEVEL: 4 Year Olds

INSTITUTIONAL VARIABLE	INSTRUCTIONAL VARIABLE						
	ORGANIZATION	CURRICULUM	METHOD	FACILITIES	COST	EVALUATION	COMMENTS
Student	Brings his home environment with him to school	reaction to school setting good or [illegible]	Outwardly demanding crying shy	Faculty at Tank teachers aide	None	day by day changes Anecdotal Record	Is there a favorable change?
Teacher	Observe the child as an individual Select act. for each.	Motivation for children to accept each other	Accept the child daily for what he is positive app.	Tank School	District	Child observation daily	Are each of the children growing in a positive way?
Administrator	Consultant to the difficult cases	Be available for parent contact.	Motivation of parents to meet the needs	Tank School Home	None	Meeting childs needs through school and home	
Educational Specialist	Psy., Soc. Worker, school nurse, Mrs. Edler.	Be available for aide to reinforce the wishes of the staff.		Special home visits and school conferences	District	Supplying a program and the individual needs of each child in the program.	
Family	Accepts as well as supplying information about their child. Feeling free to speak with the teacher....	Show concern for prob. diagnosed	Follow directions and feed back on results	None	None	Are the indiv. needs provided.	
Community	None unless Family Doctor Other services	required information Linking the chain	Close contact with parents, school, etc.	Records	None	Success for the indiv. child	Ideas for improvement

OBJECTIVE: AFFECTIVE NO. 1
AREA: Emotional Development
(Self Concept Building)
Tank Pilot Program, Second Year

EXHIBIT: A-3
LEVEL: 4 Year Old.

DIRECTORY - EVALUATIVE INSTRUMENTS

EVALUATING PERSON	DESCRIPTION INSTRUMENT	CODE
Parent	Parent Home Observation Scale	
Teacher	Teacher Observation Scale	

OBJECTIVE: AFFECTIVE NO. 1
AREA: Emotional Development
(Self Concept Building)
Tank-Pilot Program, Second Year

SHEET: 4-A
LEVEL: 4 Year Olds

PARENT'S HOME OBSERVATION SCALE

Name _____ School _____

DIRECTIONS: On this sheet number 5 is the best possible rating your child may receive. Number 1 is the lowest possible rating. Please check your personal feelings about your child for each item.

My child, _____, can:	1	2	3	4	5
1. Play well with others					
2. Be courteous					
3. Accept authority					
4. Be responsible					
5. Talk with others in a group					
6. Listen to others in a group					
7. Obey rules					
8. Share with others					
9. Be a good sport					
10. Talk in a complete sentence					
11. Talk only with a few words					
12. See likenesses & differences in real objects					
13. See likenesses & differences in pictures					
14. See likenesses & differences in letters					
15. Hear likenesses & differences in sounds					
16. Hear rhyming sounds					
17. Identify names of the letters					
18. Identify names of the letters with the sound it makes					
19. Recognize numbers 1 - 10					
20. Recognize amounts 1 - 10					
21. Count from 1 - 20					

OBJECTIVE: AFFECTIVE NO. 1
AREA: Emotional Development
(Self Concept Building)
Tank-Pilot Program - Second Year

EXHIBIT: A-5
AGE: 4 Year Olds

TEACHER OBSERVATION SCALE

DIRECTIONS: On this sheet number 5 is the best possible rating your child may receive. Number 1 is the lowest possible rating. Please check your personal feelings about your child for each item.

My child, _____, can:

	1	2	3	4	5
1. Play well with others					
2. Be courteous					
3. Accept authority					
4. Be responsible					
5. Talk with others in a group					
6. Listen to others in a group					
7. Obey rules					
8. Share with others					
9. Be a good sport					
10. Talk in a complete sentence					
11. Talk only with a few words					
12. See likenesses & differences in real objects					
13. See likenesses & differences in pictures					
14. See likenesses & differences in letters					
15. Hear likenesses & differences in sounds					
16. Hear rhyming sounds					
17. Identify names of the letters					
18. Identify names of the letters with the sound it makes					
19. Recognize numbers 1 - 10					
20. Recognize amounts 1 - 10					
21. Count from 1 - 20					

OBJECTIVE: AFFECTIVE NO. 2
AREA: SOCIAL DEVELOPMENT
Tank-Pilot Program, Second Year

EXHIBIT: B
LEVEL: 4 Year Olds

BEHAVIORAL OBJECTIVE

Through language development experiences approximately 50 selected four year olds of the Tank elementary school area will display social development by improving in their ability to play alone, share with others in the small group to larger groups depending on the type of activity as measured by their willingness to participate as well as the length of time which might be spent on that activity. The child's interaction will be measured by teacher observation as to his degree of cooperation shown in the developmental stages of playing by himself, parallel play (side by side) and eventually play in an atmosphere of general-to-formal in nature.

OBJECTIVE: AFFECTIVE NO. 2
AREA: SOCIAL DEVELOPMENT
Tank-Pilot Program, Second Year

EXHIBIT: B-1
LEVEL: 4 Year Olds

Classroom Activities such as:

- Story telling & reading
- Dramatizations
- Telling Time
- Filmstrip
- Game Approach
- Free Dance
- Chalk
- Role Playing
- Group Singing
- Bulletin Boards
- Camera
- Tasting Parties
- Cooking & Baking experiences
- Experience Charts
- Classroom Scrapbooks
- Records
- Oral Discussion
- Block Building
- Clay
- Socio Dramas
- Dramatizing Songs
- Making a Scrapbook
- Poetry - Choral Speaking

Seasonal and/or daily projects correlated with:

1. Music
2. Finger Plays
3. Stories
4. Plays

Resource People:

- Principal
- Custodian
- Doctor
- Fireman
- Secretary
- School Cook
- Nurse
- Policeman

Field Trips:

- Walks around the neighborhood
- Store

OBJECTIVE: [illegible]
AREA: SOCIAL DEVELOPMENT
Tank-Pilot Program, Second Year

EXHIBIT: B-2
LEVEL: 4 Year Olds

INSTITUTIONAL VARIABLE	INSTRUCTIONAL VARIABLE						
	ORGANIZATION	CONTENT	METHOD	FACILITIES	COST	EVALUATION	COMMENTS
Student	Being exposed to other children of his own age...	Games--- Indep. Group	Interest Motivation Self Int.	Tank School Toys Outside Int.	Title I	Anec. Record Parents obser. Group cooperation	
Teacher	Set up situations Motivate Child to contribute	Unit Approach	Enrichment of units by seasons	Tank School Fish Tank Pet Cage Parents	Title I	Anecdotal Observation Interest shown Group Living	
Administrator	Cooperation Enrichment Visitation	None	Suggest ideas to try	Tank School	District	Observation Group, Indiv.	
Educational Specialist	Laminate Materials Make filmstrips	Consultator & Special Teacher	Graphic Techniques	A/V Department	Title I	Checklist	
Family	Volunteer self Suggest ideas Observe child Find volunteers	Supply own materials if they have them	Be involved to live the learning exper.	Visit Tank School weekly at least one hour.	None	Volunteer information how their child has changed or is changing	
Community	Outside resource people... Visit places	Res. for Units		Various Places Police Station Airport etc.	Parents	Child's ability to comprehend the information	

OBJECTIVE: AFFECTIVE NO. 2
AREA: SOCIAL DEVELOPMENT
Tank-Pilot Program, Second Year

EXHIBIT: B-3
LEVEL: 4 Year Old

DIRECTORY - EVALUATIVE INSTRUMENTS

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Student	None	
Teacher	Anecdotal Record for school's pupil file	
Administrator	Teacher Observation Scale	Confidential Personnel File
Educational Specialist	None	
Family	Parent's Home Observation Scale	

OBJECTIVE: AFFECTIVE NO. 2
AREA: SOCIAL DEVELOPMENT
Tank Pilot Program, Second Year

EXHIBIT: B-4
LEVEL: 4 Year Olds

TEACHER ANECDOTAL RECORD

Date	Comment to observe behavior	Date	Change as seen .....

OBJECTIVE: AFFECTIVE NO. 2
AREA: SOCIAL DEVELOPMENT
Tank-Pilot Program, Second Year

EXHIBIT: B-5
LEVEL: 4 Year Olds

PARENT'S HOME OBSERVATION SCALE

DIRECTIONS: On this sheet number 5 is the best possible rating your child may receive. Number 1 is the lowest possible rating. Please check your personal feelings about your child for each item.

My child, _____, can:	1	2	3	4	5
1. Play well with others					
2. Be courteous					
3. Accept authority					
4. Be responsible					
5. Talk with others in a group					
6. Listen to others in a group					
7. Obey rules					
8. Share with others					
9. Be a good sport					
10. Talk in a complete sentence					
11. Talk only with a few words					
12. See likenesses & differences in real objects					
13. See likenesses & differences in pictures					
14. See likenesses & differences in letters					
15. Hear likenesses & differences in sounds					
16. Hear rhyming sounds					
17. Identify names of the letters					
18. Identify names of the letters with the sound it makes					
19. Recognize numbers 1 - 10					
20. Recognize amounts 1 - 10					
21. Count from 1 - 20					

OBJECTIVE: AFFECTIVE NO. 3 EXHIBIT: C
AREA: ELEMENTARY TARGET SCHOOL CENTERS: LEVEL: 1-6
ALLIED ARTS FOR SELF CONCEPT
BUILDING AT ALL ELEMENTARY LEVELS

BEHAVIORAL OBJECTIVE

Through selected cultural and social experiences, which are relevant to reading awareness, identified and participating students in this ESEA-Title I program of community interaction, family interaction, and cultural enrichment will show positive growth in self-concept as measured by teacher-made attitude scales to be completed by students, teachers, and parents. Such positive growth is defined by the standards of observable behavior incorporated in the evaluations instrument.

This objective has six planned activity areas designed to carry its self-concept development, as follows:

1. Allied Arts for Self-Concept Building at all elementary levels.
2. Music Pilot Programs and appreciation activities for self-concept.
3. Childrens's Theater, Creative Dramatics, and Creative Movement.
4. Secondary Allied Arts for Self-concept Building: East High Adult Volunteer Tutor Program.
5. 4-H Summer Camping for Elementary Level Self-Concept
6. Clinic-Remedial Reading Type Activities for Elementary Self-Concept Building.

CENTER ACTIVITIES FOR CULTURAL AND SOCIAL EXPERIENCES

Puppet show-- To include pupil experience in making own puppets under expert guidance	Document puppet shows on video-tape, or by super 8mm film 135mm slide tape.
Role Play	1. "Hands on" video-taping of rehearsals prior to final programs 2. Video-taping skits
Dramatization (Creative dramatics)	1. Any of above 2. Production of creative stage props
Silhouette Stories (Overhead projector)	1. Making of silhouettes 2. Making audio-tape narratives 3. Video-taping rear-view projections
Flannel Board (Stories)	1. Make cutouts, raw materials, shapes of animals, etc. 2. Flannel boards, sandpaper backing
Creative Writing Plays - Poems - Stories	1. Audio-tapes of oral presentations 2. Flannel board materials, skits.
Filmstrips	1. Copy slides, sketches, drawings into filmstrip (as w/puppet and silhouette shows)
Pantomimes	1. Video-tape productions (including Lotte Gohman at a "Children's Mime Workshop"
Shadow Plays	See Silhouette Stories
Dioramas	1. Depict historical events with background painting and foreground models. Include techniques of scale-sized mock-ups.
Art Work	1. Dioramas, logos for plays, puppet and silhouettes, or flannel board stories.
Tracing	1. Use overhead or opaque projections for enlargments
Experience Charts	1. Cutouts for symbols and references 2. Illustrated margins 3. Enlargments as above

Video-tape

Choral Reading

Creative Crafts

Use of resource people for various activities

Finger Plays

OBJECTIVE: AFFECTIVE NO. 3
AREA: ALLIED ARTS (Cont.)

EXHIBIT: C-1
LEVEL: 1 - 6

CLASSROOM ACTIVITIES	SUGGESTIONS _ AV SPECIALIST
Field Trips might consist of the following:	
1. Museum	1. Photo documentation of activities Build
2. Library	2. Slide files - selected landmarks
3. Historical Landmarks	3. Pictures, still, pupil photo books of recreational activities. Produce
4. Farm	4. Kits, slide, motivational (i.e. sail-boating on Green Bay, with vocabulary extension into common nautical terms, or other areas of individual pupil interests
5. Business places -- retail stores -- bakery -- cannary -- cheese factory	
6. Sanctuary	5. Filmstrips, topical, produced with students (i.e. snowmobile safety and operation)
7. Packer Stadium (Practice Field)	6. Pictures, still, color b/w for pupils memory books
8. Maple Sugar Farm	7. Pupil-made refreshments, as for post theater receptions with players (UWGB or Next Door Theater Inc.)
9. Railraod	
10. Airport	
11. Greenhouse	
12. Childrens Theater (Season tickets & busses)	
13. Brown County Arena activities	
14. Orchard	
15. Other	
Activities, appreciation, music 1. Music appreciation kits in Elem. Ctrs.	1. Boxes, AV kits, for carrying home filmstrip record players and materials.
2. Symphonette classes	2. In-Service children's use of headphones with filmstrip-record materials on music enrichment.
3. Ukulele quintets	

OBJECTIVE: AFFECTIVE NO. 3
AREA: TARGET SCHOOL CENTERS
ALLIED ARTS FOR SELF CONCEPT BUILDING
AT ALL ELEMENTARY LEVELS

MONITORING SYSTEM ESEA TITLE I
Time Interval: 12 weeks

EXHIBIT: C-2
LEVEL: 1-6

	INSTRUCTIONAL VARIABLE						
	ORGANIZATION	CONTENT	METHOD	FACILITIES	COST	EVALUATION	COMMENT
Student	Groups 1-5 Periods 30-45 mins; meet 3-5 times a week	Activities developed through units, stories poems, improved self-concept.	Extended experience discussion; Self-eval., experience-type stories.	Home study area Music appreciation mtls.		Interest inventory self-help checklist.	
Teacher	1 T-5 students daily planning w/calendar-type lesson plan outlines	Units/reading designed to build pupil self-concept w/allied art of Exh. A-2	Discussion, drama forms, resource people, field trips, T-S, S-S, T-T, T-Prin, varied activities, repetition motivation; use media	Classrooms & Center AV equipment; resource bus trips; flannel bds; acting matl, adm. tickets.	Title I Program Budget	Tchr. ob/tchr.-made pupil inventory & self-help list.	Disc. & drama forms, resource people, field trips, media s-s, t-t, t-pr varied activs. motivation.
Administrator	Organization for total building teaching program.	Supervisor consultation w/ Center person, resource.	T-Prin. discussion eval. pupil; disc. coord. planned parent nights and/or activities	Tchr. needs	District	Administrator observ. to Center tchr.	
Educational Specialist	1. Instructional materials 2. Testing/eval. 3. Eval. by Title I staff	1. AV needs of Center & Clinic 2. Test resources as needed 3. Test results interpreted	1. Local Prod. purchase; rental Inservice. 2. Use testing rm. 3. Discuss parent/child relationship	1. Graphics 2. Test room 3. Fill form 4. Center and Stage displays	1. Title I 2. District 3. Title I	1. By tchr. pupil/school subject 2. Std/non std. 3. For DEI by Title I staff	2. Only if rel. Allied arts Testing
Family	Title I staff helped by: 1. Parent eval. 2. Conferences 3. Transportation	1. Subjective Attitude scale 2. Pupils' self-concept 3. Family act.	1. Fill form 2. T-P discussion plus p-child. 3. Test results	1. School forms 2. At home 3. Auto/walk 4. Encourage music appreciation	1. Title I 2. None 3. Parent	Parent Eval. Parent Observation	
Community	Coord. of Title I staff of whole spectrum of act.	Sites & activs. of allied arts, nature.	Field trips by Centers staff & pupils Resource people			Tied to total Center/Classrm actually for improved self concept	

OBJECTIVE: AFFECTIVE NO. 3
AREA: ELEMENTARY TARGET SCHOOL CENTERS
ALLIED ARTS FOR SELF-CONCEPT BUILDING
AT ALL ELEMENTARY LEVELS

EXHIBIT: C-3
LEVEL: 1-6

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Teacher	Center Teacher Rating Scale of Observable Behavior	
Parent	Instrument, evaluation, by parent of child	
Student	Student self-check-up	
	Student Reading Interest Inventory	

OBJECTIVE: AFFECTIVE NO. 3
AREA: ELEMENTARY TARGET SCHOOL CENTERS
ALLIED AREAS FOR SELF-CONCEPT BUILDING
AT ALL ELEMENTARY LEVELS

EXHIBIT: C-4
LEVEL: 1-6

CRITERIA TEACHER RATING SCALE OF OBSERVABLE BEHAVIOR

Teacher _____ School _____ Date _____

DIRECTIONS: The highest degree of performance is 5, with 3 as average.

The student:	0	1	2	3	4	5
1. Assumes responsibility with assignments						
2. Respects school authority						
3. Follows directions, oral and written						
4. Is careful of school property						
5. Does accurate work for ability						
6. Shows creativity in oral expression						
7. Is cooperative with peers						
8. Shows self-control in accepting criticism						
9. Is courteous						

OBJECTIVE: AFFECTIVE NO. 3
AREA: ELEMENTARY TARGET SCHOOL CENTERS:
ALLIED AREAS FOR SELF-CONCEPT BUILDING
AT ALL ELEMENTARY LEVELS

EXHIBIT: C-5
LEVEL: 1-6

PARENTS' RATING OF THE CHILD

Please rate your child as you see him. Place an X in the box. Code numbers have the following meanings:

In rating, use 0 if not sure, 5 is the highest and 3 is average.

	0	1	2	3	4	5
HEALTH						
Eyes						
Free from colds and sickness						
Ears						
Eating Habits						
Sleep Habits						
EMOTIONAL						
Happy						
Calm						
Tells the truth						
Free from nervous habits						
Can see a joke						
WORK HABITS						
Can depend on him						
Orderly and neat						
Works well alone						
Works well with others						
Completes jobs at home						
SOCIAL						
Takes part in home activities						
Popular in the neighborhood						
Plays with many children						
Kind and thoughtful with other children						
Interested in school and other outside activities						
Shares with others						
Polite with others						
MISCELLANEOUS						
Has self control						
Expresses himself well						
I think my child can do well in school						
My child does well in school						

OBJECTIVE: AFFECTIVE NO. 3
AREA: ELEMENTARY TARGET SCHOOL CENTERS
ALLIED ARTS FOR SELF-CONCEPT BUILDING
AT ALL ELEMENTARY LEVELS

LEVEL: 1-6

STUDENT SELF-CHECKUP

Put an X in the box you feel is right. The number 5 is the best you can do.

NAME _____ DATE _____

	1	2	3	4	5
1. I have good manners					
2. I practice good health habits					
3. I am helpful					
4. I am nice to others					
5. I keep my word					
6. I am on time					
7. I follow directions					
8. I do my work well					
9. I practice self-control					
10. I respect other people and their property					
11. I share with others					
12. I am happy					

OBJECTIVE: AFFECTIVE NO. 3
AREA: ELEMENTARY TARGET SCHOOL CENTERS:
ALLIED ARTS FOR SELF-CONCEPT BUILDING
AT ALL ELEMENTARY LEVELS

EXHIBIT: C-7
LEVEL: 1-6

STUDENT READING INTEREST INVENTORY

PART I -- DIRECTIONS

Here are some sentences about reading. Some of the sentences were made by boys and girls who like to read, and some were made by boys and girls who do not like reading.

I want you to listen to each sentence and decide if you feel the same way about reading as the boy or girl who made the sentence.

If you do feel the same way, put yes on the space before the sentence.

If you do not feel the same way about reading as the person making the statement, put no on the space before the sentence.

PART II -- HOW I FEEL ABOUT READING IN SCHOOL

_____1. I wish my teacher would let me read more than she or he does in school.

_____2. I like to have the teacher call on me to read to the class.

_____3. I read as well as the other boys and girls in my class.

_____4. I think that reading is very important.

_____5. I like to read to other people.

_____6. I like to learn new words in the stories I read.

_____7. I can remember what I read.

PART III -- HOW I FEEL ABOUT READING AWAY FROM SCHOOL

_____8. I like to read at Home.

_____9. I would like to get a book for my birthday.

OBJECTIVE: AFFECTIVE NO. 3
AREA: ELEMENTARY TARGET SCHOOL CENTERS:
ALLIED ARTS FOR SELF CONCEPT BUILDING
AT ALL ELEMENTARY LEVELS

EXHIBIT: C-7
LEVEL: 1-6

STUDENT READING INTEREST INVENTORY (Continued)

_____10. I talk to my mother about reading.

_____11. I have books and magazines of my own.

_____12. My family reads at home.

_____13. I would rather read than watch television.

_____14. I like to go to the library.

_____15. I read during the summer vacation.

_____16. Sometimes I would rather read than play outside with my friends.

_____17. I like to take books when I go on a visit away from home.

_____18. I can still like a book even if I don't know all the words in it.

_____19. If I don't know a word in a book I will ask someone in my family what it is.

OBJECTIVE: AFFECTIVE NO. 3
AREA: MUSIC-PILOT PROGRAMS AND APPRECIATION ACTIVITIES FOR SELF-CONCEPT

EXHIBIT: C-8
LEVEL: 4-6

A pilot program for music appreciation, in its second full year, will be coordinated with the other allied arts experiences. It is designed for disadvantaged elementary children. Two main areas will continue to be tested. One of these, involving actual playing of instruments, will seek to improve pupils' self concepts by success in either of two different types of instruments and learning situations. The second main activity is of a listening nature. It will offer additional music enrichment materials to disadvantaged elementary children receiving help with reading problems. Leadership of these two thrusts, unlike the other allied arts activities, will be divided between music and center specialists.

A September, 1972, survey of target elementary school intermediate teachers will identify volunteers for training in use of the simply operated symphonettes. Music teachers, themselves, will identify disadvantaged children to use the ten ukuleles. The instrumental training, itself, will be directed in two different ways, each separately monitored. First, the 600 symphonette kits on hand will be issued to intermediate grade teachers and classes, one to a pupil. The teachers, all volunteers identified from among the fourteen elementary target schools, will be taught the basics of symphonette training, along with their children, by elementary music teachers. Thereafter, these lessons will be developed as classroom activities. Pupils, furthermore, will be encouraged to carry the instruments home for both practice and family entertainment. In the process, children will also master the basic fingering for woodwind instruments as well as the reading of simple music.

There is also the second direct instrumental music activity, this with ukuleles. Ten such instruments have been purchased, five for each of two elementary target schools. One of the two schools will be Helen Keller Elementary School, the emphasis of the school is fine arts. This will supplement the fine arts in that school. Children issued an instrument, either at Keller or elsewhere, would, in turn, join their school's ukulele quintet. These groups, as with classes learning symphonette tunes, would play publicly. At the same time, the individual ukulele players would be encouraged to perform and practice at home.

Apart from the two types of instrumental experience is our second experiment. All disadvantaged children entered in elementary centers would take part in allied arts music appreciation. Through the Title I Centers, they will be offered new music appreciation materials. These have been selected for maximum listening or viewing pleasure and for simplicity of understanding. All of them, mostly audio-visual in nature, can be taken home by the pupil for family sharing and enjoyment. Such experiences, to be coordinated with the other allied arts experiences, would be evaluated by Title I center teachers. However, elementary music teachers will meet early in the fall, 1972, with Title I staff to suggest methods of using the enrichment materials.

Evaluation of pupils with instruments will be done two ways. First, the teachers of instruments will separately evaluate pupil progress toward improved self-concept. Elementary center teachers will, however, use the same evaluation instrument for music appreciation as for their over-all center goal of self-concept building. This is because the over-all affective goal is the same for the general allied arts activity. It is hypothesized,

at this time, that the activities will result in the same affective results, if enjoyed by pupils taking part. In the case of musical instruments, however, some pupils taking part may not necessarily be enrolled in the centers. This is especially true of the 600 symphonettes. These will be evaluated by music teachers and classroom teachers who have volunteered.

NOTE: Suggestions for audio-visual services to this affective activity are included with the description of total allied arts activity page.

OBJECTIVE AFFECTIVE NO. 3
AREA: MUSIC PILOT PROGRAM AND APPRECIATION ACTIVITIES FOR SELF CONCEPT (Symphonettes)

MONITORING SYSTEM - ESEA-TITLE I
Time Interval: 12 weeks

EXHIBIT: C-9
LEVEL: 4-6

	INSTRUCTIONAL VARIABLE						
	ORGANIZATION	CONTENT	METHOD	FACILITIES	COST	EVALUATION	COMME
Student	40 min. once per wk. classroom symphonies	Improved self-concept	ST, S-group, S-family, solo w/ music revised performances	Tape recorder instrument	Title I		
Teacher	Disc. Demonstration, preparations	4-6 grades Music appreciation & improved pupil self-concept	Explan. Demon. Resource persons Group & student prep., repetition motivation	Music room, instruments, gym sheet music	Title I	Standardized interest & tchr.-made attitude tests.	
Administrator Fed. & otherwise	Coord. by elem. music director; prins. Asst.Supt. & Proj. Director	Help find pupils improved self-concept	Prin-staff motivation, organization	As needed for program	None		
Educational Specialist	Tutorial, music rm. concert situation	Instrumental auditions & music reading	Varied activity Student Demonstration, T-Parent discussion	Music room, gym	Title I	Tchr.-made performance tests	
Family	Public Open House performances	T-School-Parent relations	Student performances, T-Parent discussions	Gym, Potluck dinners	Food	Tchr.-made attitude scales	
Community	Bd. of Education reports	Public Relations disseminations	Performance opportunities	Schools & Utilities			

OBJECTIVE: AFFECTIVE NO. 3
AREA: MUSIC PILOT PROGRAMS AND APPRECIATION ACTIVITIES FOR SELF CONCEPT (Ukuleles)

MONITORING SYSTEM, ESEA-TITLE I
Time Interval: 12 weeks

EXHIBIT: C-12
LEVEL: 4-6

	INSTRUCTIONAL VARIABLE						
	ORGANIZATION	CONTENT	METHOD	FACILITIES	COST	EVALUATION	COMMENTS
Student	40 min. once per wk. classroom symphonies	Improved self-concept	ST,S-group, S-family, solo w/ music revised performances	Tape recorder instrument	Title I		
Teacher	Disc.,Demonstration,preparations	4-6 grades Music appreciation & improved pupil self concept	Explan. Demon. Resource persons Group & student prep., repetition motivation	Music room instruments, gym sheet music	Title I	Standardized interest & tchr.-made attitude tests	
Administrator Fed. & otherwise	Coord. by elem. music director; prins. Asst.Supt. & Proj. Director	Help find pupils improved self-concept	Prin-staff motivation, organization	As needed for program	None		
Educational Specialist	Tutorial, music rm. concert situation	Instrumental auditions & music reading	Varied activity Student Demonstration, T-parent cooperation	Music room, gym	Title I	Tchr.-made performance tests	
Family	Public Open House performances	T-School-Parent relations	Student performances, T-Parent discussions	Gym, Potluck dinners	Food	Tchr.-made attitude scales	
Community	Bd. of Education reports	Public relations disseminations	Performance opportunities	Schools & Utilities			

OBJECTIVE: AFFECTIVE NO. 3
AREA: MUSIC-PILOT PROGRAMS AND APPRECIATION ACTIVITIES FOR SELF CONCEPT

EXHIBIT: C-11
LEVEL: 4-6

DIRECTORY-EVALUATIVE INSTRUMENTS
MUSIC ACTIVITIES

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Center Teacher	Same as for other Center activities	
Classroom and Music Teachers	Classroom and Music Teachers Rating Scale of Pupil appreciation	

OBJECTIVE: AFFECTIVE NO. 3
AREA: MUSIC PILOT PROGRAMS AND APPRECIATION ACTIVITIES FOR SELF CONCEPT

EXHIBIT: C-12
LEVEL: 4-6

CLASSROOM AND MUSIC TEACHERS' RATING SCALE OF PUPIL APPRECIATION

0 - not observed
5 - highest possible score

Observable Behaviors	Rating Scale 0	1	2	3	4	5
Maintains, with care, the musical instrument loaned to him.						
Displays appropriate care in responsibility for music materials issued to him.						
Is actively motivated toward creating original songs, instrumental pieces, and harmony parts.						
Increases in ability to improvise on the music provided for individual and group instruction .						
Has demonstrated increased participation in the amount of outside music activities either available or self-created.						

Prepared by:
Mr. Les Skornicka
Director of Elementary Music
Green Bay public schools

OBJECTIVE: AFFECTIVE NO. 3
AREA: CHILDREN'S THEATER, CREATIVE DRAMATICS, AND CREATIVE MOVEMENT

EXHIBIT: C-13
LEVEL: 1-6

CHILDREN'S THEATER EXPERIENCES

SCHOOL ACTIVITY	SUGGESTIONS - AUDIO VISUAL
1. CHILDREN'S THEATER 796 season tickets to 1972-73 productions of Next Door Theater, Green Bay. These will be distributed among disadventaged children in the ESEA-Title I program. Teachers and/or parent aides will chaperone children, from target schools and back, during each production.	
2. CREATIVE DRAMATICS, CREATIVE MOVEMENT Up to 30 children per target Elementary school, will be proviced tuition-free classes, these to be provided by Next Door Theater, as follows: Creative dramatics - 15 max. Creative movement - 15 max. ESEA-Title I will reimburse the teachers at $5.50 per hour for each of six, fifty-minute classes requested at each school, the classes to run six consecutive weeks, all to be held immediately after the close of school on a schedule to be arranged in September, 1972.	

OBJECTIVE: AFFECTIVE NO. 3
AREA: CHILDREN'S THEATER, CREATIVE DRAMATICS, AND CREATIVE MOVEMENT

MONITORING SYSTEM - ESEA-TITLE I
Time Interval: 12 weeks

EXHIBIT: I-14
I.S.E.: 1-6

	INSTRUCTIONAL VARIABLE						
	ORGANIZATION	CONTENT	METHOD	FACILITIES	COST	EVALUATION	COMMENT
Student		Improved self-concept	Disc.;dramatic activities; attend plays; review.	Bus, Ticket		Attitude Survey of general project activities.	
Teacher	Preparatory discussions; attend plays as school group (1-3)(4-6) Organize classes	Improved student self-concept	Resource persons workshop T-S varied activity relationship	Bus, School auditorium, tickets by Show hr. Dramatics and movement space	Title I	Part of general project attitude surveys.	
Administrator Fed. & otherwise.	Organization, Help with Sept. ident. of class children			Space for after school classes w/Next Door Theater Teachers			
Educational Specialist	Graphics, take photos of children & cast	Attendance at Children's plays classes	Photography, scenery, etc. &	Camera 35mm film, color	Title I	Non-academic phase	
Family	Bring children to school pick-up point. Pick up after return	Improved student self concept.	Discussion				
Community	Next Door Theater, Inc. Leadership	Children's drama	Present commercial amateur, & local produc.	School stage, stage mtls., ticket sales & collection.			

OBJECTIVE: AFFECTIVE NO. 3
AREA: SECONDARY ALLIED ARTS FOR SELF-CONCEPT BUILDING
EAST HIGH - ADULT VOLUNTEER TUTOR PROGRAM

EXHIBIT: C-15
LEVEL: 10 ONLY

SUPPLEMENTAL EXPERIENCES FOR CULTURAL AND SOCIAL DEVELOPMENT

ACTIVITIES	SUGGESTIONS - AUDIO VISUAL
Visit dress rehearsals of Green Bay Community Theater	
Utilize appropriate programs of UW-Green Bay Lectures and Fine Arts schedule, 1972-73.	
Utilize UW-Green Bay poetry appreciation groups through the Division of Lectures and Fine Arts	Pay visitors 10¢ per mile, but videotape, or tape record, for playbacks and practice.
Prepare super 8mm film productions of not more than six minutes in length. Dr. David Watanabe, UW-Green Bay, is an expert in this field.	ESEA-Title I will provide camera, film, film development, and projector. Mr. Maurice Gehske is available to help tutors and pupils.
Visit rehearsals of Green Bay symphony.	Tape record for later use with cassettes.

[illegible]

	INSTRUCTIONAL VARIABLE						
	ORGANIZATION	CONTENT	METHOD	FACILITIES	COST	EVALUATION	COMMENTS
Student	Examine own interests & skills, take part in cultural opportunities.	Community resources in fine arts to improve pupil self-concept.		As provided	None	Pre-&-post pupil attitude survey of total program, tchr.-made.	
Teacher	Extra-curricular as available & integrated into classroom discussion.	Plays, film prod. concerts, workshops tied to classroom for improved pupil self-concept.	P-T disc., resource people UW- field trips	Buses, cameras & film, drama mtls, puppets		Pre-&-post pupil attitude survey by tchr. of total program activities, tchr.-made, for tutors of reading.	
Administrator	Coord. with total school program.	Inservice funds for S-T workshops as dramatics.	Coord. through elem.& second. prins. & curr. committee, community groups.	School bldg. space.			
Educational Specialist	1.Graphics, take photos for Title I use. 2.Resource people UWGB & others.	1.Media 2.Staff & pupil trng. in speech poetry, drama, music performance for improved student self-concept	1.Field trips media use organization. 2.Workshops.	1.AV aides 2.Dramatics mtls. as for puppets.	Title I		
Family	Tchr.-P planning for student extra curricular activities.	Home encouragement of children to take part & learn own interests for improved self-concept.	Discussions: Parent attendance at some programs; read at home.			Pre-&-post student attitude survey of total program, tchr.-made	
Community	Resources in form of univ. & cultural groups.	Dramatics, Music Autos, Professional resources.	Provides opportunities & resource people.				

OBJECTIVE: AFFECTIVE NO. 3
AREA: SECONDARY ALLIED ARTS FOR
SELF-CONCEPT BUILDING
EAST HIGH - ADULT VOLUNTEER TUTOR PROGRAM

EXHIBIT: C-17
LEVEL: 10

DIRECTORY-EVALUATIVE INSTRUMENTS

Evaluation of these activities, because of their unscheduled and varied nature, will be incorporated into the adult volunteer tutoring program and Youth Tutoring Youth program. The activities attended, under direction of the ESEA-Title I chairman, will be considered part of the remedial reading motivations offered.

OBJECTIVE: AFFECTIVE NO. 3
AREA: 4-H SUMMER CAMPING FOR
ELEMENTARY LEVEL SELF CONCEPT BUILDING

EXHIBIT: C-12
LEVEL: 4-6

PLANNING CAMP ACTIVITIES	SUGGESTIONS-PROJECT A-V SPECIALIST
Approximately 110 disadvantaged children, grades 4-6 will receive one expense-free week at the 1973 4-H youth summer camp at Camp Bird west of Crivitz, Wisconsin. Established as a youth camp by Marinette County in the early 1940's, Camp Bird has four cabin clusters of six cabins each, plus a cluster meeting house for each area. Leasing the camp facilities is the Northeastern Wisconsin Youth Camp Association, an organization of 4-H youth leaders, University of Wisconsin - Extension. Supervision of our disadvantaged group of children would be twofold. First, the experienced 4-H camp staff would care for them as they do all other children, Helping them, too, would be parents on a 1:10 basis, whose expenses are included with the children's fees. Transportation, and supervision between home and camp will be provided by the project and the parent chaperones. Four curriculum areas comprise the camp activities, these being written by UW-Extension staff: 1. Aquatics skills and safety Swimming - Canoeing - Boating 2. Nature Study Skills and Hobbies Hiking - Soil Study Water life study - Collections and Scrapbooks 3. Arts and Crafts Skills and Hobbies - Leatherwork Luster Lacing - Basketry 4. Recreation skills and appreciations - Sports (games) Evening Programs, - Talent shows Olympics - Campfires - Dances Scavenger Hunts. Evaluation will be by camp staff and project mothers using an instrument designed by ESEA-Title I staff.	1. "Rainy Days" will be anticipated by: Productions of slide series and provision of films, i.e. a. Aquatics b. Nature Study, as identification of various pines. c. Arts and Crafts - Specialist to give indoor water color lessons on painting trees, etc. d. Recreation Advance preparation of award certificates, cleanest cabin, etc. accomplishment diplomas. Camp staffing all by UW-Extension, consists of camp Director - Health Director, Asst. Cooks (2/wk) Nature Director, Counselors (College Youth), Waterfront Dir. 1/6 clusters Arts & Crafts Dir., Jr. Counselors, Project Mothers 1/cabin of 9 children.

[illegible]

[illegible]

Time Interval: One Week

[illegible]

	INSTRUCTIONAL VARIABLE						
	ORGANIZATION	CONTENT	METHOD	FACILITIES	COST	EVALUATION	COMMENTS
Student	Camp Agenda.	Developing self-concept tchr.-group.	Lecture; Demon. participation tchr.-group.	Sand, lake, boats, &canoes, cabins& cottages, cafeteria, rec. hall.	Title I	Pupil reaction survey-UW Ext.	
Teacher		Developing self-concept.	S-S, S-group, varied activity motivation.	Nature trails arts & crafts.	UW-Ext.	UW-Ext. pupil attitude survey.	
Administrator	Camp director oversees operational plan, UW-Ext.	Developing self-concept	Staff conferences to assess progress of plan.	Family cabin, office, bus.	Title I Pays $21.00/ child, plus chaperones.		
Educational Specialist	1.Health Director 2.Counselor 3.Graphics (AV)	Developing self-concept	Apply first aid		UW-Ext. Project Graphics		
Family	Selected mothers assist with various camp activities.	Developing self-concept.	Motivation for camp.		UW-Ext.	Camp chaperones completes project scales.	
Community	UW-Ext. 4-H County Youth Director.	Coord. UW-Ext. preparations for camp experiences.	Staff conferences, to G.B. schools & UW-Ext.	Camp Bird	UW-Ext.		

DIRECTORY-EVALUATIVE INSTRUMENTS

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Cabin Counselor	Project Rating Scale for Camp Counselors	

OBJECTIVE: AFFECTIVE: NO. 3
AREA: 4-H SUMMER CAMPING FOR ELEMENTARY LEVEL SELF CONCEPT BUILDING

EXHIBIT: C-21
LEVEL: 4-16

PROJECT CAMP CABIN COUNSELOR RATING SCALE

0 - not observed
5 - highest possible score

	Rating Scale					
OBSERVABLE BEHAVIORS	0	1	2	3	4	5
HEALTH HABITS						
Practiced camp cleanliness rules for teeth, hair, hands, etc.						
Maintained strength by adequate rest						
Kept his bunk area neat and clean						
CITIZENSHIP						
Took active part in camp activities						
Was accepted by camp groups						
Was willing to share camp activities with others						
Stayed within camp regulations						
CURRICULUM						
Learned skills of aquatics						
Took active interest in nature activities						
Completed arts and crafts projects						
Took active part in recreational program						
APPRECIATIONS						
Was fully involved in enjoyment of daily activities						

OBJECTIVE: AFFECTIVE NO. 3 EXHIBIT: C-22
AREA: CLINIC-REMEDIAL READING TYPE ACTIVITIES LEVEL: 4-6
FOR ELEMENTARY SELF-CONCEPT BUILDING

CLINIC ACTIVITIES

More severe reading problems of clinic-type children limits their avenues to appreciation through printed materials. The following varied activities, however, are designed to provide small achievement experiences of a reality therapy nature.

1. Games, performance-type

   Improved reading skills, i.e.
   - Better eye movement
   - Increased reading speed
   - Increased comprehension
   - Improved oral interpretation
   - Improved hand-eye coordination
   - Improved sportsmanship, i.e.
   - Shares materials with peers
   - Encourages achievements of peers
   - Increases willingness to take part in a "competitive" game regardless of individual chance of "victory".

2. Equipment and materials, performance

   Honesty
   - Checks out and returns equipment and materials w/o supervision
   - Maintains own records on use of equipment and materials
   - accepts accuracy of reports of peers.

   Responsibility
   - Accepts self-instructional assignments using individual equipment and materials

   Takes proper care of equipment and materials - reports needs.

OBJECTIVE: AFFECTIVE NO. 3
AREA: CLINIC-REMEDIAL READING TYPE ACTIVITIES FOR ELEMENTARY SELF-CONCEPT BUILDING

MONITORING SYSTEM - ESEA-TITLE I
Time Interval: 12 weeks

EXHIBIT: C-23
PAGE: 4-6

	INSTRUMENTS VARIABLE						
	MEASUREMENT	CONTENT	METHOD	FACILITIES	COST	EVALUATION	COMM
Student	Personality survey, rating scale.	Improved response socially.	Sharing of feelings & interests read of others' problems.			CTP, Post projectives, socio-grams scale, Gordal's self-concept scale Tchr.-made emotional problem scale, leadership capability scale, incomplete sentence test, SRA interest inventory, locally made self-concept scale.	
Teacher	Meets in at least semi-individual situation to establish rapport w/student.	Invent: I want to be, projective, completion tests, personality tests.	Administered & tallied by tchr. indiv. discussed w/student to correlate interest.				
Administrator--Fed. & otherwise			Prof. direction & Supervision of children w/personality problems affecting their emotional stability and low ego.		1. Title I Materials 2. District Personnel		
Educational Specialist Family	Help our children accept themselves, be interested in the better things in life.		Assist in rerouting activs. in direction to draw children motivate.			Tchr.-made Survey forms.	

OBJECTIVE: AFFECTIVE NO. 3
AREA: CLINIC-REMEDIAL READING TYPE ACTIVITIES FOR ELEMENTARY SELF-CONCEPT BUILDING

EXHIBIT: C-24
LEVEL: 4-6

DIRECTORY-EVALUATIVE INSTRUMENTS

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Clinic Specialist	Teacher Rating Scale of Pupil Progress	

OBJECTIVE: AFFECTIVE NO. 3
AREA: CLINIC--REMEDIAL READING TYPE ACTIVITIES FOR ELEMENTARY SELF-CONCEPT BUILDING

EXHIBIT: C-25
LEVEL: 4-6

EVALUATIVE INSTRUMENT

NAME _____ DATE _____

OBSERVABLE BEHAVIORS	1	2	3	4	5
1. Game Skills					
Reading skills achievement					
Left to right eye motion					
Eye-hand coordination					
Increased speed in reading					
Increased comprehension					
Improved oral interpretation					
Sportsmanship					
Encouragement of peers making achievement					
Willingness to compete regardless of "victory"					
2. Performance - Use of Equipment & Material					
Honesty					
Self-checkout and return					
Maintaining own records on use of individual equipment & materials					
3. Security from personal lessons					
Voluntarily accepts lessons assigned within his range of performance ability.					

OBJECTIVE: AFFECTIVE NO. 4 EXHIBIT: D
AREA: ELEMENTARY YOUTH TUTORING YOUTH LEVEL: 1-6
PILOT PROGRAM, NORWOOD-OAK GROVE

BEHAVIORAL OBJECTIVE

Through an organized tutoring program, participating ESEA-Title I elementary students will enhance their self-image and develop a background that will increase readiness for reading achievement. The intermediate students will be paired with primary students. Time for planning and making materials will be included in the center teacher's weekly schedule. Evaluation will be by teacher observation and checklist on attitudes toward school, peers and learning.

OBJECTIVE: AFFECTIVE NO. 4
AREA: ELEMENTARY YOUTH TUTORING YOUTH
NORWOOD-OAK GROVE PILOT PROGRAM

EXHIBIT: D-1
LEVEL: 1-6

CLASSROOM ACTIVITIES	SUGGESTIONS: AV SPECIALIST
1. Role Playing 2. Pantomines 3. Painting 4. Finger Plays 5. Silhouette Stories 6. Tape recorder 7. Cassette 8. Experience Charts	To be developed by audio-visual graphics specialist in direct co-operation with center specialists of Norwood and Oak Grove Schools

OBJECTIVE: AFFECTIVE NO. 4
AREA: ELEMENTARY YOUTH TUTORING YOUTH
NORWOOD-OAK GROVE PILOT PROGRAM

MONITORING SYSTEM - ESEA-TITLE I
Time Interval: 12 weeks

EXHIBIT: A-7
LEVEL: 1-6

	INSTRUCTIONAL VARIABLE						
	ORGANIZATION	CONTENT	METHOD	FACILITIES	COST	EVALUATION	COMMENTS
Tutors	1-1 Small Group	Sharing of feeling and interests. Changing attitude	1-1 Tutorial, Experience charts enrichment activities in com. skills as developed with teacher	A-V Media		Checklist on attitudes.	
Center Teacher	Small Group	Developing a better self-concept	Teacher/tutor interaction to demonstrate learning principles of reading at the 1-3 level.	Classroom, materials to develop teaching tools.	Title I	Observation administration of checklist.	
Administration	Organization	Supervision and consultation with center teacher.	Conferences with teacher	School	See Title I Budget	Observation	
Educational Specialist IMC Person	1-1 Small Group	AV needs of center teacher	Train students in use of AV Equipment	School IMC Office	Title I		
Family	Family/tutor. group		conferences			Conferences	
Community		Visit places Resource peopl-	Walk to visits in the neighborhood				

OBJECTIVE: AFFECTIVE NO. 4
AREA: ELEMENTARY YOUTH TUTORING YOUTH
NORWOOD-OAK GROVE PILOT PROGRAM

EXHIBIT: D-3
LEVEL: 1-6

DIRECTORY-EVALUATIVE INSTRUMENTS

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Student	YTY Self-Rating Scale	
Center Teacher	Center Teacher Subjective Rating Scale	

OBJECTIVE: AFFECTIVE NO. 4
AREA: ELEMENTARY YOUTH TUTORING YOUTH
SOMERSET-OAK GROVE PILOT PROGRAM

EXHIBIT: D-4
LEVEL: 1-6

YOUTH TUTORING YOUTH SELF-RATING SCALE

STUDENT _____ SCHOOL _____ DATE _____

DIRECTIONS: Place an X in the box on the scale which you believe, will best indicate your own judgement of your behavior.

1 = Lowest 3=Average 5 = Highest

Rating 1=Tutor
2=Tutee

OBSERVABLE BEHAVIOR	RATING SCALE 1	2	3	4	5
1. I am sure of myself					
2. I am on time					
3. I am organized					
4. I know how to plan					
5. I make good use of my time					
6. I follow directions					
7. I get along well with others					
8. I like school					

Yes ---- Red line graph
Post --- Green line graph

OBJECTIVE: AFFECTIVE NO. 4
AREA: ELEMENTARY YOUTH TUTORING YOUTH
NORWOOD-OAK GROVE PILOT PROGRAM

EXHIBIT: D-5
LEVEL: 1-6

CENTER TEACHER SUBJECTIVE RATING SCALE

NAME _____ SCHOOL _____ DATE _____

DIRECTIONS: The highest degree of performance is 5 and 3 is average.

Ratings: 1 - Tutor
2.- Tutee

OBSERVABLE BEHAVIOR - SUBJECTIVE SCALE					
The Student:	1	2	3	4	5
Assumes responsibility with assignments					
Respects school authority					
Follows directions, oral and written					
Is careful of school property					
Is occupied with lessons during scheduled time					
Does accurate work for ability					
Shows creativity in oral expression					
Is cooperative with peers					
Shows self-control in accepting criticism					
Is courteous					

RED --- Red line graph
GREEN -- Green line graph

Year/Month of rating _____

Grade or Level _____

OBJECTIVE: AFFECTIVE NO. 5
AREA: THREE-WAY READINESS SELF-CONCEPT PROGRAM
ST. JOSEPH'S HOME FOR BOYS

EXHIBIT: E
LEVEL: 4-12

BEHAVIORAL OBJECTIVE

The boys at St. Joseph's Home, through learning experiences with emphasis on reading and mathematics, will show positive growth in self-concept, increasing development of personal goals, and more positive attitudes towards others. This growth will be measured by staff-made attitude scales to be completed by the boys, teachers, and teacher-aide. Positive growth is defined by the standards of observable behavior incorporated in the evaluative instruments.

OBJECTIVE: AFFECTIVE NO. 6
TITLE: THREE-WAY READINESS SELF CONCEPT PROGRAM
ST. JOSEPH'S HOME FOR BOYS

EXHIBIT: E-1
LEVEL: 4-12

IMC ACTIVITIES	SUGGESTIONS--PROJECT AV SPECIALIST
Staff (with pupil help) Development Charts Project displays Videotapes Recordings of discussion questions IMC Uses Aide (Title I) only - ½ time Motivational use of materials Visual Aids preparation Oral reading to boys Displays of curriculum materials Teaching care and use of IMC equipment and materials Pupils Learning to know oneself Develop positive, self-reliant attitudes Develop positive social attitudes Develop self-reliant and self-directed activities Develop interest and curiosity in enriching knowledge Creative requests for help Learning to work with peers Learning good study habits Learning self-disciplines needed for group study area Use of IMC reference sources Handling, operating, and assuming responsibility for equipment Experience success academically Developing realistic life goals	These will be made as follows: 1. By project parent aide paid by Title I 2. By personnel of the CESA 8 special education IMC's who are contracted to provide IMC materials.

OBJECTIVE: [illegible]
AREA: THREE [illegible] READINESS-SELF CONCEPT PROGRAM
ST. JOSEPH'S HOME FOR BOYS

[illegible] SYSTEM - ESEA-TITLE I
Time Interval: 12 weeks

EXHIBIT: I
LEVEL: 4

	INSTRUCTIONAL VARIABLE						
	ORGANIZATION	CONTENT	METHOD	FACILITIES	COST	EVALUATION	COMMENTS
Student	Small group individual	CESA 8 IMC materials	Discussion; demonstration' concrete experiences	AV media & equipment, Materials from CESA 8	$200 to CESA 8	Attitude scale preform	
Teacher	Unit planning small group	Same as above	Various techniques to teach CESA 8 materials	Same as above	Title I	Attitude scale preform	
Teacher aide	Small group 1-1	Same as above	Reinforcement methods	Same as above	Title I ½ time	Attitude scale preform	
Administrator-Federal			Observation conferences with teacher & teacher aide.		Title I	"	
Educational Specialist CESA 8 personnel	Small group Individual projects	materials for filmstrips video tapes etc.	Development of AV materials	CESA 8 materials & department			
Family includes Home's groupings	1-1	readiness materials (CESA 8)	Study help when needed-following activities	Home's groupings	Home		
Community		Resource for experience	films, f/strips, fieldtrips	Areas to build experiential background			

OBJECTIVE: Affective No. 5 EXHIBIT: E-3

AREA: Three Way Readiness Self Concept Program LEVEL: 4-12
St. Joseph's Home for Boys

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES

[illegible]
AREA: THREE WAY READINESS SELF CONCEPT PROGRAM
ST. JOSEPH'S HOME FOR BOYS

[illegible]

STUDENT SELF-RATING SCALE

NAME _____ SCHOOL _____ AGE _____ DATE _____

5 - highest possible score
1 - lowest possible score

	RATING SCALE				
	1	2	3	4	5
1. I know what subjects I'm best in.					
2. I know what subjects I'm poor in.					
3. I want to learn more.					
4. When I don't know answers to my work I don't finish it.					
5. Doing schoolwork is hard for me.					
6. I know that I can learn more.					
7. I finish my assignments every day.					
8. I need more help in learning my school work.					
9. I use different learning machines. (slide projector, viewmaster, tape recorder, etc.)					
10. I like teachers or aides to help me in the Learning Center.					
11. I can control the way I act in school.					
12. I like trying to learn more about things and people.					
13. I let other boys study without disturbing them.					
14. I need to learn more.					
15. When I don't know how to do my work, I ask someone.					
16. Other boys bother me in the Learning Center.					
17.. Doing schoolwork is easy for me.					
18. Teachers and Aides help me learn better.					
19. I like listening to records to learn.					
20. I like to find out things for myself.					

OBJECTIVE: AFFECTIVE NO. 5
AREA: THREE WAY READINESS SELF CONCEPT PROGRAM
ST. JOSEPH'S HOME FOR BOYS

EXHIBIT: E-4
LEVEL: 4-12

STUDENT SELF-RATING SCALE

NAME _____ SCHOOL _____ AGE ____ DATE _____

5 - highest possible score.
1 - lowest possible score.

	RATING SCALE				
	1	2	3	4	5
21. I take care of school equipment.					
22. I can learn a lot by looking at filmstrips.					
23. I wait my turn to use learning materials.					
24. I think about what I want to be when I grow up.					
25. There are lots of things I know.					
26. I do what the teachers and aides ask me to do.					
27. I let other boys use learning materials when I'm done.					

OBJECTIVE: AFFECTIVE NO. 5
AREA: THREE WAY READINESS SELF CONCEPT PROGRAM
ST. JOSEPH'S HOME FOR BOYS

EXHIBIT: E-5
LEVEL: 4-12

TEACHER RATING SCALE OF PUPIL PROGRESS

NAME _____ SCHOOL _____ AGE ___ DATE _____

OBSERVABLE BEHAVIOR - TEACHER EVALUATION
Subjective Scale

5 - highest possible score
1 - lowest possible score

THE STUDENT:	RATING SCALE				
	1	2	3	4	5
SELF CONCEPT					
1. Is attentive to personal cleanliness and grooming					
2. Chooses appropriate attire					
3. Maintains good eye-contact during conversations					
4. Walks with head up, ease, and coordination					
5. Initiates conversation and uses appropriate language					
6. Can follow a topic of conversation and contribute coherently to it					
7. Responds more frequently to positive reinforcement than to negative reinforcement					
8. Shows increased skill in organizing time and materials					
9. Shows a lessening of anxiety by greater cheerfulness and consistency in self-direction					
SOCIAL RELATIONSHIPS					
10. Cooperates with group regulations and is respectful to Staff members					
11. Is sensitive to the needs of the other boys (offers assistance and does not provoke by teasing)					
12. Accepts new boys without bullying or jealousy					
13. Praises the good work of other boys					
14. Shares books, supplies, games, and treats willingly					
15. Shows self-control by tolerating teasing without profanity and anger					
16. Shows self-control by accepting opposition or criticism without temper tantrums or direct agression					
17. Handles school property carefully and owns up to any damage for which he is responsible					
18. Waits patiently for his turn to use materials					

OBJECTIVE: AFFECTIVE NO. 5
AREA: THREE WAY READINESS SELF CONCEPT PROGRAM
ST. JOSEPH'S HOME FOR BOYS

EXHIBIT: E-5
LEVEL: 4-12

TEACHER RATING SCALE OF PUPIL PROGRESS (Continued)

THE STUDENT:	RATING SCALE				
	1	2	3	4	5
SCHOOL ATTITUDE AND ACHIEVEMENT					
19. Begins work promptly without wandering, rationalizing, or passive resistance					
20. Works independently without disrupting others activities					
21. Shows a desire to achieve by listening attentively, attempting and completing assignments, and evaluating the results realistically					
22. Shows interest in learning by questioning, self-determined research, and eagerness to share experiences with others					
23. Can accept mistakes without denial or despondency and pouting					
24. Seeks teacher assistance when experiencing difficulty in an assignment rather than giving up, whinning, or yielding to frustration (throwing things, running away, crying, yelling)					
25. Can initiate projects and carry them out creatively especially in areas of his own innate ability or academic strength					
26. Has learned to manage materials and machines in the Learning Center					
27. Shows that he enjoys using the Learning Center by orderly conduct, care of materials, and supplementing assignments with additional information found there					

OBJECTIVE: AFFECTIVE NO. 5
AREA: THREE WAY READINESS SELF CONCEPT PROGRAM
ST. JOSEPH'S HOME FOR BOYS

EXHIBIT: E-6
LEVEL: 4-12

HOME-BASE FIELD TRIPS	SUGGESTIONS - PROJECT AV SPECIALIST
Approximately 26 boys, all in custodial residence at St. Joseph's Home for Boys, cannot join in ESEA-Title I activities of fellow residents attending Green Bay public schools. Sister Carol, principal, and Neil Crowell, counselor, will, therefore, coordinate 4 to 30 hours of field trips through the ESEA-Title I reading center chairman, Christ Episcopal Church annex.	
30 hours of field trips, by custodial boys of St. Joseph's Home for Boys, will depart directly from the home. Here, too, the objective will be to initiate within each boy a sense of personal worth and responsibility (or self-concept)	Individual pupil critiques of his field trip experiences can be written on 8½ x 11 paper. These in turn, can be laminated, with an illustrated cover, and bound in permanent book form by the project graphics facilities. Pages of captioned still pictures and pupil sketches could be included. Arrangements can be made through the project reading center chairman.
Each field trip will be selected for its relationship to pre-and-post classroom activity and real-life values.	
Evaluation, by principal, will be by attitude scales worked out in cooperation with the ESEA-Title I chairman, as with 1972 4-H camping experience.	

OBJECTIVE: AFFECTIVE NO. 5
AREA: THREE WAY READINESS SELF CONCEPT PROGRAM
ST. JOSEPH'S HOME FOR BOYS -- FIELD TRIPS

MONITORING SYSTEM - ESEA-TITLE I
Time Interval: 12 weeks

EXHIBIT: E-7
LEVEL: 4-12

	INSTRUCTIONAL VARIABLE						
	ORGANIZATION	CONTENT	METHOD	FACILITIES	COST	EVALUATION	COM
Student	Bring cameras, containers, & clothes necessary.	Learn that learning can be fun, & appreciate one's own abilities.	Field trips, learning to observe & listen for signs in the outside world.	Busses, cameras, special clothing & materials.			
Teacher	Prepare boys for various aspects of trip: travel, geo. area, things to look for.	Develop in them a positive self-concept.	Field trip destination & academic design.	Plans for all necessities & makes requests		Teacher observation form or letter on each trip.	
Administrator--Fed. & otherwise	Make necessary arrangements-departure time, stopping points, time of return.	Help to develop a positive self-concept in pupils.	Letter to Title I chairman, preferably on 2-wk. notice.	Coordinates provision of needs.	$180 of costs up to 60 mi. one way.	Submits teacher observations to Title I chairman by	
Educational Specialist	Contact Classrm. Dist., Inc. Receive invoice for trip costs.	As above, Photos of at least one field trip.	Forwards request to project admin. & director. Bookkeeper keeps journal of costs.	Bus only		Collects all by	
Family includes the Home's groupings Community	Prepare lunch for boys; dress them appropriately.	Love of boy to be demonstrated by writing & sharing experiences Concern for boys' Welfare.	Letters, phone calls.	Photos, for bulletin board. Field trips resources.			

OBJECTIVE: AFFECTIVE NO. 5
AREA: THREE WAY READINESS SELF CONCEPT PROGRAM
ST. JOSEPH'S HOME FOR BOYS

EXHIBIT: 6-8
LEVEL: 4-12

TEACHER RATING SCALE
OF
PUPIL APPRECIATION TOWARD FIELD TRIPS

NAME _____

OBSERVABLE BEHAVIORS	0	1	2	3	4	5
Completes independent assignments on field trips						
Cooperates with group regulations required for field trips						
Identifies amusing elements of field trip situations						
Shares experiences of interest with others						
Practices care of animals and their habitats						

OBJECTIVE: AFFECTIVE NO. 6 EXHIBIT: F
AREA: CHORAL MUSIC PROGRAM LEVEL: 7-12
FOR SELF CONCEPT BUILDING
OUR LADY OF CHARITY SCHOOL

EDUCATIONAL OBJECTIVE

Approximately 97 junior-senior high age girls in Our Lady of Charity School participating in this music appreciation program of choral music and listening activities will be able to:

1. Compete in the district music festival.
2. Perform as a musical group at two public performances.
3. Be able to identify musical contributions and contemporary artists, will classify them as folk music, country and western, musical stage plays and pop music.

Evaluation will be accomplished by a teacher's 20 point rating scale of observable pupil behaviors.

OBJECTIVE: AFFECTIVE NO. 6
AREA: CHORAL MUSIC PROGRAM
FOR SELF CONCEPT BUILDING
OUR LADY OF CHARITY SCHOOL

EXHIBIT: F-1
LEVEL: 7-12

CLASSROOM ACTIVITIES	SUGGESTIONS-PROJECT MEDIA SPECIALIST
1. Group sing-alongs to identify voices and present music.	1. Tape second practices of groups and individuals for immediate playback.
2. Development of informal vocal music groups	2. Include pictures of singing groups in annual.
3. Possible program by girls at spring graduation exercises.	3. Record final achievements for replay to later groups.
	4. Give tapes to girls to play in their cottages.

OBJECTIVE: AFFECTIVE NO. 6
AREA: CHORAL MUSIC PROGRAM FOR SELF CONCEPT BUILDING OUR LADY OF CHARITY SCHOOL

MONITORING SYSTEM, ESEA-TITLE I
Time Interval: 12 weeks

EXHIBIT:
LEVEL: 7-

	INSTRUCTIONAL VARIABLE						
	ORGANIZATION	CONTENT	METHOD	FACILITIES	COST	EVALUATION	CO
Student	Approximately 87 girls	Various types of music. Singing activities. Listening activities.	Choral music instruction Music appreciation	Song books records AV equipment		Pre-&-post attitude evaluation on vocal music.	
Teacher	Prepare lesson & instruct.	Various types of of music - group training	Development Choral Music, Folk and Modern Music, Music appreciation	Song books Records AV equipment	Title I	As above.	
Administrator-Fed. & otherwise.	Making necessary arrangements.			Music room by school.		Evaluation of monitoring sys.	
Educational Specialist				Photography			
Community	OLC Guild Style Show. District Music Festival. Two public performances.		Development of musical group.				

OBJECTIVE: AFFECTIVE NO. 6
AREA: CHORAL MUSIC PROGRAM
FOR SELF-CONCEPT BUILDING
OUR LADY OF CHARITY SCHOOL

EXHIBIT: F-3
LEVEL: 7-12

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

EVALUATING PERSONS	DESCRIPTION OF INSTRUMENT	PAGES
Teacher	10-point rating scale of observable pupil behaviors.	

OBJECTIVE: AFFECTIVE NO. 6
AREA: CHORAL MUSIC PROGRAM
FOR SELF CONCEPT BUILDING
OUR LADY OF CHARITY SCHOOL

EXHIBIT: F-4
LEVEL: 7-12

* TEACHER RATING SCALE OF OBSERVABLE BEHAVIORS

NAME _____

OBSERVABLE BEHAVIORS	0	1	2	3	4	5	6	7	8	9	10
Smiles in greater frequency											
Voluntarily cooperates with faculty and staff											
Remains on campus without violating honor system											
Religious attitude became more open											
Cooperates with, instead of "baiting," faculty											
Voluntarily completes homework on time											
Vocational interests became more selective											
Begins to consider ways to achieve own socially acceptable destiny											

* To be completed both before and after each pupil's course of training.

OBJECTIVE: AFFECTIVE NO. 7
AREA: ADULT VOLUNTEER AND YOUTH TUTORING YOUTH PROGRAM
EAST AND WEST SENIOR HIGHS

EXHIBIT: G
LEVEL: 10

BEHAVIORAL OBJECTIVE

Through a two-part tutoring program, twenty five ESEA-Title I sophomores of West high school will tutor disadvantaged pupils of Lincoln, while twenty-five similar students of East high school will be tutored by adult volunteer tutors, individuals of both groups of high school students to improve in their self-concept. Evaluation will be by pre-and-post parent-classroom teacher, and student subjective rating scales of observable behaviors.

OBJECTIVE: AFFECTIVE NO. 7
AREA: ADULT VOLUNTEER AND YOUTH TUTORING YOUTH Program EAST AND WEST SENIOR HIGHS

EXHIBIT: G-1
LEVEL: 10

CLASSROOM ACTIVITIES	SUGGESTIONS-GRAPHICS
To be based upon: Local workshop training using: Handbook, National Reading Center, Tutors Handbook, pp. 6-7, others Handbook, National Reading Center, Tutors Trainers Handbook, pp. 9-12, and others Handbook, National Reading Center, Teacher Orientation Handbook, pp. 15-20, and others	Inservice training to support workshop activities and follow-up.

OBJECTIVE: AFFECTIVE NO. 7
AREA: ADULT VOLUNTEER AND YOUTH TUTORING YOUTH PROGRAM
EAST AND WEST SENIOR HIGHS

EXHIBIT: G-2
LEVEL: 10

INSTITUTIONAL VARIABLE	INSTRUCTIONAL VARIABLE						
	Organization	Content	Method	Facilities	Cost	Evaluation	Com
Student 1. West (Tutor) 2. Lincoln 3. East	1. 2hrs./wk., 1:1 2. 1hr./wk., 1:1 3. 2hrs./wk., 1:1	Remedial Reading For All	Tutor-Student Interaction	As directed		[illegible]	
Teacher 1. East 2. Lincoln	To Determine	Remedial Reading	Teacher--Tutor Conferences	Arrange With Administration	See below	Arrange With ESEA-Title I Specialist	
Administration 1. Principals 2. Coordinators	*Identify students for tutoring Assign Tutors	Remedial Reading		1. 1:1 work areas table, 2 chairs 2. Get from principals table, 2 chairs			
Educational Specialist 1. Tutor 2. ESEA-I	1. Tutor Follows Teacher or Specialist's Direction	1. Tutor--Remedial Reading 2. ESEA-Title I--Remedial Reading	Tutor-Specialist Interaction			2. Subjective Rating Scales	
Family			Encouragement of pupils			Ibid, for parents	
Community	14 Organizations provide tutor volunteers				ESEA-Title I		

OBJECTIVE: AFFECTIVE NO. 7
AREA: ADULT VOLUNTEER AND YOUTH TUTORING YOUTH PROGRAM
EAST AND WEST HIGH

EXHIBIT: G-3
LEVEL: 10

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Parent	Parent Subjective Rating Scale of Pupil Behaviors	
Teacher	Teacher Subjective Rating Scale of Pupil Behaviors	
Student	Student Self Rating Scale "A" Student Self Rating Scale "B" Student Self Rating Scale "C"	

OBJECTIVE: AFFECTIVE NO.7
AREA: ADULT VOLUNTEER TUTOR
AND YOUTH TUTORING YOUTH
EAST AND WEST SENIOR HIGHS

EXHIBIT: G-4
LEVEL: 10

PARENT'S SUBJECTIVE RATING SCALE

Student _____ Date _____

Directions: Please "x" in the point on the scale which, you believe, will best indicate your judgment of your child's behavior.

1=lowest 5=highest

Rater: One parent
Rated: West high youth tutors and East students tutored by adult volunteers

OBSERVABLE BEHAVIORS	RATING SCALE				
	1	2	3	4	5
1. My child respects authority.					
2. My child follows directions.					
3. My child cares for property belonging to others.					
4. My child completes work promptly.					
5. My child does accurate work.					
6. My child shows imagination.					
7. My child works independently.					
8. My child shows initiative.					
9. My child is cooperative.					

ESEA-Title I
Form A-105

OBJECTIVE: AFFECTIVE NO.7
AREA: ADULT VOLUNTEER TUTOR
AND YOUTH TUTORING YOUTH
EAST AND WEST HIGH

EXHIBIT: G-5
LEVEL: 10

TEACHER'S SUBJECTIVE RATING SCALE

Student_____ Date_____

Directions: 0 = traits non observable
5 = highest degree of performance

Raters: Both tutor and classroom teacher
Rated: West high tutors and East high students tutored by adult volunteers.

OBSERVABLE BEHAVIOR	RATING SCALE					
The Student:	0	1	2	3	4	5
Assumes responsibility with assignments						
Respects school authority						
Follows directions, oral & written						
Is careful of school property						
Is occupied with lessons during scheduled time						
Does accurate work for ability						
Shows creativity in oral expression						
Is cooperative with peers						
Shows self-control in accepting criticism						
Is courteous						

PRE - RED line graph.
POST - GREEN line graph.

Year/Month of rating_____

Grade or Level_____

Age: Year/Month_____

ESEA-Title I
Form A-104

OBJECTIVE: AFFECTIVE NO. 7
AREA: ADULT VOLUNTEER TUTOR
AND YOUTH TUTORING YOUTH
EAST AND WEST HIGH

EXHIBIT: G-6
LEVEL: 10

STUDENT SELF-RATING SCALE "A"

Student_____ Date_____

Directions: Please "x" in the point on the scale which you believe, will best indicate your own judgment of your behavior.

1 = lowest 5 = highest

Raters: West high youth tutors and East high students tutored by adult volunteers.

BEHAVIOR BEING RATED	RATING SCALE				
	1	2	3	4	5
1. I enjoy working and associating with people.					
2. I respect the rights of others.					
3. I have the ability to say the right things to people so that I do not hurt their feelings.					
4. I recognize my responsibilities.					
5. My friends and family can depend on my loyalty.					
6. I tolerate and/or respect the opinions of others.					

PRE -- RED line graph
POST -- GREEN line graph

ESEA-Title I
Form A-106

OBJECTIVE: AFFECTIVE NO. 7
AREA: ADULT VOLUNTEER TUTOR
AND YOUTH TUTORING YOUTH
EAST AND WEST HIGH

EXHIBIT: G-7
LEVEL: 10

STUDENT SELF-RATING SCALE "B"

Student _____ Date _____

Directions: Please "x" in the point on the scale which, you believe, will best indicate your own judgment of your behavior.

1 = lowest 5 = highest

Raters: West high youth tutors and East high students tutored by adult volunteers.

BEHAVIOR BEING RATED	RATING SCALE				
	1	2	3	4	5
1. I have self-confidence.					
2. I am free from worries, anxieties, and tensions.					
3. My relationships with my family are pleasant.					
4. My friends get satisfaction from knowing me.					
5. I accept other people as they are.					

PRE -- RED line graph
POST-- GREEN line graph

ESEA-Title I
Form A-107

OBJECTIVE: AFFECTIVE NO. 7
AREA: ADULT VOLUNTEER TUTOR
AND YOUTH TUTORING YOUTH
EAST AND WEST HIGH

EXHIBIT: G-1
LEVEL: 10

STUDENT SELF-RATING SCALE "C"

Student_____ Date_____

Directions: Please "x" in the point on the scale which, you believe, will best indicate your own judgment of your behavior.

1 = lowest 5 = highest

Notes: West high youth tutors and East high students tutored by adult volunteers.

BEHAVIOR BEING RATED	RATING SCALE				
Characteristic	1	2	3	4	5
funny					
popular					
confident					
attractive					
considerate					

NOTE: Presentation of self-rating scale terms orally explained by teacher.

ESEA-Title I
Form A-10B

OBJECTIVE: AFFECTIVE NO. 8
AREA: HUMAN RESOURCES SURVEY
TARGET SCHOOLS OF GREEN BAY

ENRICHT: 8
LEVEL: ADULT

BEHAVIORAL OBJECTIVE

ESEA-Title I center teachers and target area classroom teachers will contribute, during their October, 1972, parent conferences to the completion of a human resources survey, among target area parents, this to create an awareness of parents, retired persons, or others, as they could relate to classroom enrichment activities. Evaluation of the project will be the preparation, by each target school center teacher, of a minimum list of 10 resource people available from each target school area.

OBJECTIVE: AFFECTIVE NO. 6
HUMAN RESOURCES SURVEY
TARGET SCHOOLS OF GREEN BAY

EXHIBIT: H-1
LEVEL: ADULT

ACTIVITIES FOR SURVEY	AUDIO-VISUAL SUGGESTIONS
Locate individuals willing to share their skills with elementary students on a group or individual basis.	To be worked out in September, 1972, between the project graphics specialist and center teachers.
Acquaint teachers with personal resources available within our schools and community.	
Involve retired people as well as parents and other interested people.	
Alert target school staffs to the human resources available within the local and larger school communities.	
Compile information from the survey questionaires into a resource file, a complete file to be set up within each target school center, this to be done by the Spring of 1973 and before the close of school.	
Screen the lists of resources volunteered.	
Write pupil "thank you" letters to volunteers.	

OBJECTIVE: AFFECTIVE NO. 8
AREA: HUMAN RESOURCE SURVEY
TARGET SCHOOLS OF GREEN BAY

EXHIBIT: H-2
LEVEL-ADULT

TITLE I
(each Title I school's name
& address)

Dear Parents,

Will you please take a few minutes to help the students at _____ School?

Some of the best resources we have are you as parents of children in our school. I know many of you have special knowledge and skills that would be of interest to the students. Would you please answer the following questionaire and return it in the self-addressed, stamped envelope enclosed?

This information will be compiled and filed to be kept in the library to be used by the teachers to contact you.

Thank you for your cooperation in assisting us to enrich our school curriculum.

Sincerely,

[illegible] [illegible]

TARGET SCHOOLS OF GREEN BAY

RESOURCE SURVEY

*Name: _____

Address: _____

Telephone Number: _____

Days Available: _____ Time Available: _____

What skill, interest, or hobby would you be willing to share with the students? This includes speaking, a demonstration, or both. _____

_____

This is a list of only some of the things that would be of interest to the students. There are many more?

HOBBIES:

- Fishing (making fish lures)
- Boats and Boating
- Hunting
- Gardening
- Sports (skiing, sketing, racing, scuba diving, etc.)
- Collections (stamps, coins, antiques, guns, clocks, etc.)
- Art projects (drawing, painting, etc.)
- Craft projects (ceramics, knitting, sewing, quilting, puppet making, pillow making, flowers arrangement, beading flowers, etc.)

OCCUPATIONS:

- Office techniques
- Bookkeeping - accounting
- Medicine
- Law
- Banking
- Sports
- Storekeeping - Purchasing
- Restaurant - Food Preparation
- Sales Work
- Mechanics - Service Station
- Government employees - post office, welfare, city hall, etc.
- Nutrition
- Beauty operator
- Barbaring
- Photography
- Environmental occupations

Please name anyone who would be interested and willing to share their knowledge with our students: _____

_____

What topic would they share? _____

_____

* If both of your have something to offer please put both names and interests on this form.

OBJECTIVE: ADJECTIVE NO. 0
AREA: HUMAN RESOURCE SURVEY
TARGET SCHOOLS OF GREEN BAY

CONTRACT: R-4
LEVEL: ADULT

SCHOOL COMMUNITY

SUBJECT AREA: _____

Name: _____

Address: _____ Telephone Number _____

Days available: _____

Time available: _____

Type of presentation: _____

Comments:

Ratings Value of volunteer---- excellent ___ good ___ fair___ poor___

SCHOOL COMMUNITY RESOURCES

SUBJECT AREA: _____

Name _____

Address _____ Telephone Number _____

Days available _____

Time available _____

Type of presentation _____

Comments:

A sample of the type of card used to compile and file the infor-
information obtained from the Questionaire.

OBJECTIVE: AFFECTIVE NO. 8
AREA: HUMAN RESOURCE SURVEY
TARGET SCHOOLS OF GREEN BAY

MONITORING SYSTEM - ESEA - TITLE I

EXHIBIT:
LEVEL:

	INSTRUCTIONAL VARIABLE						
	ORGANIZATION	CONTENT	METHOD	FACILITIES	COST	EVALUATION	COMMENT
Student							
Teacher	Survey taken as part of Oct. parent conferences		Written survey			Minimum list of 10 resource people from each target school area.	
Administrator	Brief faculty on nature of the survey.				$100 for survey paper Acct.5190		
Educational Specialist			District Public relations asks media support for volunteers.	Office of Title I chairman takes calls from media responses.			
Family	Suggests resource people						
Community	Represented by parents.		Survey media requests for people.				

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

EVALUATING PERSONS	DESCRIPTION OF INSTRUMENT	PAGES
ESEA-Title I teachers	Minimum list of ten resource people from each target school district's population	

OBJECTIVE: AFFECTIVE NO. 9
AREA: PARENT INVOLVEMENT TASK -- PILOT PROJECT, SECOND YEAR

EXHIBIT: I
LEVEL: Pre-K (2-3 yrs) ADULT

BEHAVIORAL OBJECTIVE

Through selected parent-teacher experiences in various sized groupings, participating parents in the ESEA-Title I program, 1972-73, will demonstrate an improved understanding of children and how the schools relate to them. Evaluation will be as follows:

1. Confidential pre-and-post parent checklist of pupil attitude.
2. Confidential pre-and-post teacher checklist of pupil attitudes.
3. School anecdotal records from teacher observations.

OBJECTIVE NO. 9
AREA: PARENT INVOLVEMENT TANK--
PILOT PROJECT, SECOND YEAR

EXHIBIT: I-1
LEVEL: Pre-K (2-3 yrs.)
ADULT

ENRICHMENT ACTIVITIES-PARENTS AND TEACHERS	AV SUGGESTIONS
Teachers and parents meet in study groups to discuss child growth and development, discipline, parent-teacher relationships, and other topics which would be mutually agreed upon as beneficial to the group.	
Teacher solicitation to parents with 2-3 year old children to share ideas for parent direction of their learning experiences.	
Teacher-parent observations of 2-3 year old children, ½ day per week, at Tank School, using consultant insights as necessary.	

OBJECTIVE: AFFECTIVE NO. 9
AREA: PARENT INVOLVEMENT TANK PILOT PROJECT
SECOND YEAR

Monitoring System - ESEA-Title I

EXHIBIT: I-
LEVEL: Pre-
ADJ.

	INSTRUCTIONAL VARIABLE						
	ORGANIZATION	CONTENT	METHOD	FACILITIES	COST	EVALUATION	COMMENTS
Student							Serves as demonstration model.
Teacher	Coordinates meetings w/ parents, principal, teachers.	Coordinates survey of parent needs	1:1; small groups; home visits; demonstration	Home School	Title I	Pre-and-post tests of pupil attitudes among parents and staff	
Administrator	Provides consultation					Assures anecdotal records.	
Educational Specialist	Assess need with center teacher, principal.						
Family	Schedule agreed-upon meetings	Respond to pre-and-post checklists	Host teacher, Attend meetings at Tank	Home School	Title I-	Complete pre-and-post pupil attitude checklists.	
Community		Resource people.	Demonstrations	Tank Elementary			

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Parent	Pre-and-post reting scale of child development Parent attitude scale toward Tank school	

OBJECTIVE: OBJECTIVE NO. 6
AREA: PARENT INVOLVEMENT [illegible]
PILOT PROJECT, SECOND YEAR

EXHIBIT: I-4
LEVEL: Pre-K
ADULT

DEVELOPMENT CHECKLIST

0 -- Shows no improvement
5 -- very good

	0	1	2	3	4	5
1. I can crawl in pattern						
2. I can walk correctly						
3. I can ride a tricycle						
4. I can throw a ball						
5. I can bounce a ball						
6. I can catch a ball						
7. I can string beads						
8. I can use crayons						
9. I can use pencils						
10. I can cut out shapes with scissors						
11. I can turn a doorknob						
12. I can put on my coat						
13. I can button my coat						
14. I can zip my coat						
15. I can put my cap and mittens on						
16. I can tie my cap						
17. I can lace my shoes						
18. I can tie my shoes						
19. I can buckle or zip my boots						
20. I can hang up my clothes						

OBJECTIVE: AFFECTIVE NO. 9
AREA: PARENT INVOLVEMENT PROGRAM TASK
SECOND YEAR

EXHIBIT: 86
LEVEL: PRE-K
AUDIT

PARENT EVALUATION - PARENT INVOLVEMENT PROGRAMS

Following is a check list concerning some of your opinions about the school. We would like to have you fill in this list and return it to school as soon as possible. Indicate your degree of agreement with the statement by checking the appropriate box. For numbers 1-5, check on the rating scale, five being the highest level of agreement. For items 5-8, simply check yes or no.

	0	1	2	3	4	5
1. I feel I know what is going on at the school						
2. My child has had the opportunity to participate in school programs and activities (ex. scouts, 4-H clubs etc.)						
3. I feel free to call or visit the school if I have a question or problem.						
4. Participation in parent study groups has helped me in working with my own children.						
5. I feel I have a positive attitude toward the school in general due to the efforts of the Title I person.						

6. School personnel have visited my home to discuss my child's progress with me. _____ yes _____ no

7. School personnel have telephoned to discuss my child's progress with me. _____ yes _____ no

8. I have been involved in helping the school carry out various programs, (ex. helping in the library, aiding a teacher, helping with shot clinics, etc.) _____ yes _____ no

OBJECTIVE: AFFECTIVE NO. 10
AREA: PARENT-SCHOOL HUMAN RELATIONS
MIGRANT PILOT PROGRAM

EXHIBIT: J
LEVEL: Preschool
ADULT

BEHAVIORAL OBJECTIVE

Through selected Parent Education experiences with a part-time professional person participating parents in the ESEA-Title I program will demonstrate an improved understanding of themselves, their children, their neighborhood school, and their school community. Evaluation will be by increased parent participation in school activities such as inservice educational meetings, working as volunteer aides in the classroom, and social involvement designed to further enhance self image (coffee hours, pot-lucks, school dinners, block clubs). The degree of change in the children's behavior, as observed by the parents, will be measured by instruments to be developed in the fall of 1972 by the principal and professional person concerned.

OBJECTIVE: AFFECTIVE NO. 10
AREA: PARENT HUMAN RELATIONS
NICOLET PILOT PROGRAM

EXHIBIT: J-1
LEVEL: PRESCHOOL-
ADULT

TESTS TO BE CONSTRUCTED IN THE FALL, 1972.

OBJECTIVE: AFFECTIVE NO. 10
AREA: PARENT HUMAN RELATIONS
HICCUP PILOT PROGRAM

EXHIBIT: J-2
LEVEL: Preschoo
ADULT

ACTIVITIES	AUDIO-VISUAL SUGGESTIONS
1. Pot luck dinners	
2. Parent study groups in the community.	
3. Parent study groups in the school.	
4. Use of parents in the school such as:	
a) helping in the library or classroom or an individual child	
b) chaperoneing field trips	
c) chaperoning plays	
d) becoming involved in an activity group such as Cub Scouts, 4-H, carpentry, sewing or craft groups	
5. Family group activities out of the community, places of interest and educational value such as: new library, YMCA, YWCA, Milwaukee zoo, Mystery Ship, Learning Shop in Appleton.	
6. Home visits by Title I person.	
7. Involvement by principal and staff in parental activities.	

OBJECTIVE: [illegible] NO. 10 INSTRUCTIONAL SYSTEM - [illegible] EXHIBIT: J-3

[illegible] PILOT PROGRAM Time Interval: 12 weeks LEVEL: PRESCHOOL-A[illegible]

	INSTRUCTIONAL VARIABLE						
	ORGANIZATION	CONTENT	METHOD	FACILITIES	COST	EVALUATION	COMMENTS
Student	Individual, Small group, Large group,	Experiences developing social awareness, improving self-concept, involvement in school & neighborhood activities	Discussions, role playing, concrete exper.	School Community	Title I	Demonstration of change of attitude about self	
Title I Professional Person	Planning with calendar -unit approach	Activities to foster social image in children &adults in school community.	Classes, trips, organizations, situations for concrete exper., block clubs, get-togethers for parents.	School Community AV materials	Title I	Observation Administration of parent observation form.	
(School Principal) Administration	1-1, Small groups, large groups.	Model-- parent involvement	Participation in parent activities.	School Community	District	Observation	
Teachers	1-1, Small groups, large groups.	Contribute parent activities	Involvement parent/community activities.	School Community	District	Observation	
Educational Specialist 1.Social Worker	1.Small group individual	1.Concrete exper. for developing awareness of child's needs,	1.Organization of small group discussion	1.Paper material school room or homes.	District and Title I	Observation	
2.Instructional Service Center	2.Individual small group	make community aware of programs through various activities listed in methods.	Posters, develop filmstrips, take pictures of program	IMC materials film materials	50% Title I	see evaluation Exhibit F-7 Form B-208	
Family	Volunteer aides Resource Groups	Activities to enhance self-image, change of attitudes, gain knowledge of community.	Joining block clubs, participating in programs organized by parents & Title I person.	Community School Homes	Title I	Parent Observation Form	
Community	Resource People and Places	People as models, resource places for concrete experiences.	Visits to class - class to places	Various places to visit & people to use to further enhance self image	Title I		

OBJECTIVE: AFFECTIVE NO. 10
AREA: PARENT HUMAN RELATIONS
NICOLET PILOT PROGRAM

EXHIBIT: J-4
LEVEL: PRESCHOOL--
ADULTS

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Parent	Rating scales of pupil attitudes to be developed by the Nicolet principal and school-home activities coordinator during the early fall, 1972.	

PROJECT # 30-150

A PROGRAM OF ENRICHMENT OPPORTUNITIES

FOR DISADVANTAGED CHILDREN, PHASE VII

COGNITIVE OBJECTIVES AND PROGRAMS PROPOSED

OBJECTIVE: COGNITIVE NO. 1
AREA: Intellectual Development; 4-yr olds
TANK Pilot Program, 2nd Year.

EXHIBIT: K
LEVEL: Pre-Kdgn.

BEHAVIORAL OBJECTIVE

Approximately 35 four-year olds will attend a modified kindergarten readiness program, designed to increase each child's knowledge of his world, his home, his school, and his community. Toward these areas, he will demonstrate positive development in attitudes reflecting a beginning of the learning skills processes basic to all the fields of knowledge, examples being: health, science, social science, mathematics, language arts areas, art, and music.

Evaluation will be through mastery of principles in various educational games, to be designed by the teacher, and through the Peabody Test of Basic Experiences. In addition, a May, 1972, Metropolitan Readiness test will be administered to Tank kindergarten children. Scores of kindergarten pupils in the initial pilot group of 4-year olds, 1971-72 term, will be compared with scores attained by 1971-72 kindergarten children who had taken the same test but who had not had the preparatory training as the 4-year olds. The test comparison will, in the spring of 1974, be repeated with this year's 4-year olds to become 1973-74 kindergartners.

[illegible]
AREA: [illegible]

[illegible]

Classroom [illegible]	[illegible]
Stories--telling & reading	
Dramatization	
Filmstrips	
Records	
Finger plays	
Educational Games	
Oral discussion	To be developed in direct association with teacher and children in the project.
Role playing	
Socio drama	
Actual experiences of measuring	
Number games	
Use of the flannel board	
Bulletin boards	
Overhead projector	
Intro. to letters & sounds	
Intro. to math concepts	
Science experiences	
Camera-story sequence	
Poetry	
Manipulative games for reading readiness	
Concrete materials for visual discrimination	
Abstract materials for visual discrimination	
Semi-concrete matls. for visual discrimination	
Testing parties	

Field trips

Listening walks
Farm
Airport
Brown County Reforestation Camp
Dairy
Bakery
Store
Railroad Round House
Car wash
Fire station
Hospital

OBJECTIVE: COGNITIVE NO. 1
AREA: Intellectual Development 4-yr olds.
Tank, Pilot Program, 2nd Yr.

EXHIBIT. -2
LEVEL: Pre-Kdgn.

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA-TITLE I, PROJECT # 30-156

	Instructional Variable						
	Organization	Content	Method	Facilities	Cost	Evaluation	Comments
Student	Indiv. small group, large group half days	Envir. attitudes reading readiness number readiness	Through Ed. play situations	Filmstrips, movies, tapes, paper, crayons, scissors, etc.	None	Pre test; test of basic experiences.	
Teacher	Daily planning w/ calendar-unit approach.	Balanced curr. the academic areas & art & music.	Manipulative, concrete T-S, S-S, real life situation through motivation.	As above, plus oral lang. development materials.	Title I District	Teacher observation.	
Administrator Federal & otherwise.	As a part of the total bldg. teaching program.	None	None	Teacher needs	District	Observation of classroom tchr.	
Educational Specialist K-3 Supervisor	None	Educational mtls. to help develop units.	None	None	District	None	
Family	Volunteer aides Resource	Games to go home to reinforce skills taught	Participation at school/ carry over to home situation	The home	None	Parent conferences	
Community	As a Resource	Communications media.	Field trips	Places visited	None	None	

OBJECTIVE: COGNITIVE [illegible]
AREA: Intellectual Development [illegible]
Tank Pilot Program [illegible]

DIRECTORY-EVALUATION INSTRUMENTS
LEGEND

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Teacher	Teacher Observation Checklist (to be prepared by teacher). Peabody Test of Basic Experiences. Metropolitan Readiness Test (for 1971-72 project 4-yr old now in kindergarten)	

OBJECTIVE: COGNITIVE NO. 2
AREA: Communications Skills
Elementary Target School Centers
including St. Joseph Home for Children.

EXHIBIT: 1
LEVEL: 1-6 Centers
4-6 Clinic.

BEHAVIORAL OBJECTIVE

Through language enrichment experiences, with emphasis on reading, identified and participating students in the ESEA-Title I program will improve in oral and written communication techniques. Evaluation will be by teacher observation, standardized and non-standardized tests, and skill charts.

OBJECTIVE: COGNITIVE NO. 2
AREA: Communications Skills
Elem. Target School Centers
including St. Joseph Home for Children.

EXHIBIT: L-1
LEVELS: 1-6 Centers
4-6 Clinic.

Classroom Activity	Suggestions-Project Audio-Visual Specialist
Reading to children class discussions	I. Interview suggestions
Laboratory experiences such as films, field trips...	a. Using overhead projector to include materials.
Skill practice games	b. Use and utilization of bulletin boards, chalkboards, flannel boards
Skill development lessons, as following examples:	II. Production of visuals, such as ...
1. Games	a. Charts
2. Flannel board	b. Drawing
3. Chart, reading skills UW-Design, Phono-Visual	III. Use project graphics specialist for all art activities, such as...
4. Controlled reader filmstrips	a. Drawing
5. Story, records, tapes	b. Finger painting
6. Materials, Craig Reader	c. Watercolor painting
7. Practice, oral reading technique	d. Lettering
8. Uses, oral language	e. etc.
9. Story-telling, original	
10. Techniques - original poetry, stories, riddles, jokes.	
11. Listening for directions and recall, and information.	
12. Taping - original prepared.	
13. Using cameras	
14. S. Silent reading	
15. Dramatization	
16. Role Playing	
17. Writing and producing of plays	
18. Puppetry	
19. Creative writing, stories and poems	
20. Send materials home	
21. Recreational reading and research	
22. Activity sheets	
23. Multi-media kits	
24. Discussions, private, group, teachers.	
25. Display hobbies	
26. Youth-to-youth tutoring.	

OBJECTIVE: COGNITIVE NO.2
AREA: Communications Skills
Elem. Target School Centers
including St. Joseph Home for Children.

EXHIBIT: L-1 cont.
LEVEL: 1-6 Centers
4-6 Clinic.

Classroom Activity	Suggestions-Project Audio-Visual Specialist
Library Research	1. Films, transparencies, slides, or other enlargements of library reference codes. 2.
Creative Writing 1	
Activity Sheets	1. Offset printing of record forms, tests, diago colored transparencies plus paper prints for students.
Taping - Original materials Prepared materials	1. Multiple copies can be instantly produced on project tape duplicator.
Listening to material	1.
Multi-media materials kits	1. Will be developed, distributed, and maintained through project instructional services center. Make suggestions for pupil activities
See affective objective #1, secondary, for other skills and suggestions.	1. Audio-visual devices for affective goals infer pupil skills in area of communications skills.
Discussions, pri vate, group, teacher.	
Send materials home.	

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA, TITLE I, PROJECT #_____

EXHIBIT: L-2
LEVEL: 1-6 Center.
4-6 Clinic

OBJECTIVE: COGNITIVE NO. 2 Time Interval: 12 weeks
AREA: Communications Skills
Elem. Target School Centers
including St. Joseph Home for Children.

Instructional Variable						
	Organization	Content	Method	Facilities	Cost	Evaluation
Student	2-3 hrs. a wk. as needed.	Improved written /oral communications, pleasure reading & self-concept.	Experience charts word bldrs art activities music, records pupil performance.	Filmstrips, record player, games, paper, crayons, scissors, etc.		Gates-MacGinitie, informal tests, Otis-Lennon, etc.
Teacher	1-1 up to 1-5 calendar-type planning bk for whole term incls fixed program.	Daily planning for above activities Clinic-taped programs.	Youth-to-youth. Disc., Demon. T-S interaction field trips.	As above, plus Clinic skill bldg. materials.	Title I	Diagnosis tchr observation & administration skill charts.
Administrator, Federal and otherwise.1	Coordinates total school program.	Positive pupils' growth in oral/written skills.	Conferences w/tchrs. and Title I staff.	Classroom needs.		
Educational Specialist	1. Child Study 2. Graphics specialist 3. Social workers 4. School nurse	Identify clinic pupils. Trace needs to prepare for positive growth in oral/written commun.	Test indiv. as requested. Locally produced media materials.	Testing vals. IMC, 2 special Child Study tests.	District & Title I	
Family	Home environment for oral/written skills, & family participation.	Parent conference Games that go home Parent chaperons	Open House help. Overt support of child's interests	Assist in programming of Clinic children.		[illegible]
Community		Communications media.	Field trips, public media, cultural resources.	Agency production rooms, media sites.		

OBJECTIVE: COGNITIVE NO. 2
AREA: Communications Skills
Elem. Target School Centers
Including St. Joseph Home fo r Children.

EXHIBIT: L-3
LEVEL: 1-6 Centers
4-6 Clinic.

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Teacher	Teacher's reading skills checklists of pupil skills. Level 1 - Busy As A Bee. Level 2 - Work Our Way.. Level 3 - Kick,Pass,Score. Level 4, 5, 6 - Snoopy ...	

OBJECTIVE: COGNITIVE NO. 2 EXHIBIT: 1-4
AREA: Communications Skills LEVEL: 1-6 Centers
Elem. Target Schools Centers 4-6 Clinic.
including St. Joseph's Home for Children.

TEACHER'S READING SKILLS CHECKLISTS OF PUPIL SKILLS

DIRECTIONS:

The child will place a star or stamp in the box as he learns each skill. The teacher will have the child's record in his folder for him to mark.

The checklists are coded by the figure and the title:

Level 1 - Busy As A Bee.
Level 2 - Work Our Way Through, With Winnie, the Pooh.
Level 3 - Kick, Pass, and Score.
Level 4, 5, 6 - Snoopy - Wow! Look What I Can Do! - etc.

The following is available to the Centers:

Informal tests:

Oral & Silent Reading

Spelling & Writing

Wide Range Word List

Sheldon Word List

Dolch Word List

Johnson's New List of Words

Wepman Auditory Discrimination

Phonics Survey Test, S.R.A. Word Games List

Botell Test

NAME _____

LEVEL 1 - Busy As A Bee

Award

1. Recognizes likenesses and differences in pictures and shapes.
   ___ Square ___ Circle ___ Triangle
2. Distinguishes Colors: ___ red ___ yellow ___ blue ___ green
   ___ white ___ brown ___ black ___ orange ___ purple
3. I can write my first name.
4. I can say my home address.
5. I know my telephone number.
6. I understand these words: ___ up and down ___ big and little
   ___ top and bottom ___ under ___ In ___ ON ___ first and last
   ___ before and after ___ under and over
7. I know left and right.
8. I can say the letters of the alphabet.
9. I know the letters of the alphabet. (recognize)
10. I can write the letters of the alphabet.

(continued)

OBJECTIVE: COGNITIVE NO. 2
AREA: Communication Skills
Elem. Target Schools Centers
including St. Joseph Home for Children.

EXHIBIT L-5
LEVEL: 1-6 Center
4-6 Clinic

NAME _____

Avter

11. I Know these sounds: ___M ___D ___F ___G

12. I know these sounds: ___B ___S ___T ___W

13. I Know these sounds: ___N ___P ___C ___K ___J

14. I Know these sounds: ___H ___L ___R ___V ___Y

15. I have learned _____ words:

___ five words
___ ten words
___ fifteen words
___ twenty words
___ twenty-five words
___ thirty words
___ forty words
___ fifty words

Pre-primer I: _____
Pre-primer II: _____
Pre-primer III: _____
Primer: _____

words

OBJECTIVE: COGNITIVE NO. 2
AREA: Communication Skills
El. Target School Centers
including St. Joseph Home for Children

EXHIBIT: L-5
LEVELE M Centers
Clinic.

NAME _____

LEVEL 2 - Work Our Way Through With Winnie-the-Pooh

Award Space

1. I can write my _____ first name ____ last name
2. I can say the letters of the alphabet.
3. I know the letters of the alphabet (recognize)
4. I can write the letters of the alphabet.
5. I know the consonant sounds: __M __D __F __G __B __S __T __W __N __P __C __K __J __H __L __R __V __Y
6. I listen for consonant sounds at ends of _____ words
7. I know the consonant digraphs: ____sh ____th ____wh ____ch
8. I know these consonant blends families: _____ "R" blends _____ "W" blends _____ "L" blends _____ Others
9. I can say the vowels.
10. I know the long vowel sounds: ____A ____E ____I ____O ____U
11. I know the short vowel sounds: ____A ____E ____I ____O ____U
12. I know compound words.
13. I can find words that rhyme.
14. I know these suffixes: ____ed ____s ____ing _____

(continued)

OBJECTIVE: COGNITIVE NO. 2
AREA: Communication Skills
Elem. Target School Centers
including St. Joseph Home for Children.

EXHIBIT: L-6
LEVEL: 1-6 Centers
4-6 Clinic.

NAME _____

Level 2- Work Our Way Through With Winnie-the-Pooh

Award Space

15. Words I Know:

P-PI	P-PII	P-PIII	Primer

First	2¹	2²

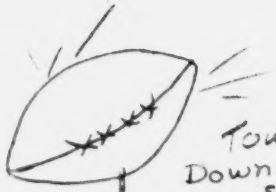
3¹	3²

COMMENTS:

OBJECTIVE: COGNITIVE NO. 2
AREA: Communication Skills
El. Target School Centers
including St. Joseph Home for Children.

EXHIBIT: L-6
LEVEL: 1-6 Centers
4-6 Clinic.

Name: _____



Touch Down Score

LEVEL 3 - Kick, Pass and Score

1. I know beginning consonant sounds.
2. I know the consonant sounds at the end of words.
3. I know the consonant blends.
4. I know the consonant digraphs: ___sh ___th ___wh ___ch ___ng
5. I know the short vowel sounds: ___A ___E ___I ___O ___U
6. I know the long vowel sounds: ___A ___E ___I ___O ___U
7. I know other consonant-vowel sounds:

   ___ir, ur, er ___ar ___ou, ow ___ew
   ___or ___oi, oy ___aw, au ___al
   ___$\overline{oo}$ ___$\breve{oo}$

8. I can tell when a vowel is long or short:
   ___short vowel generalization ___two vowels together
   ___silent e rule ___final vowel
9. I know these suffixes: ___ing ___s ___ful ___iy ___ed ___er ___est ___ness
10. I know these prefixes: ___un ___re ___in ___dis
11. I know how to use these marks: ___. ___! ___? ___, ___"Oh"
12. I know compound words.

(continued)

OBJECTIVE: COGNITIVE NO. 2
AREA: Communication Skills
Elem. Target School Centers
Including St. Joseph Home for Children.

EXHIBIT: L-7
LEVEL: 1-6 Centers
4-6 Clinic.

Name _____

LEVEL 3 - Kick, Pass and Score

Touch Down Score

13 Words I Know:

P-P I	P-P II	P-P III	Primer	First	2'	2²	3'	3²

Comments or Additions:

OBJECTIVE: COGNITIVE NO. 2
AREA: Communication Skills
Elem. Target School Centers
Including St. Joseph Home for Children

EXHIBIT: L-7
LEVEL: 1-6 Centers
4-6 Clinic.

NAME _____

LEVEL 4, 5, 6: SNOOPY & "WOW! Look what I can do!"

1. Consonant Sounds: _____
2. Consonant Blends: _____
3. Consonants and their Variant sounds: C _____ G _____
4. Three letter consonant blends: _____
5. Consonant Digraphs: ___sh ___wh ___ch ___th ___ng
6. Long vowel sounds: _____
7. Short vowel sounds: _____
8. Other Consonant-Vowel combinations: _____

___ ir, er, ur ___ ar ___ ou, ow ___ ew ___ $\overline{oo}$

___ or ___ oi, oy ___ aw, au ___ ai ___ $\breve{oo}$

9. Prefixes: ___re ___con ___in ___de ___dis ___com

___un ___ex ___pro ___pre ___en

10. Suffixes: ___ing ___ance ___tion ___er ___est

___ence ___ness ___ly ___ful ___ant

___ous ___ment ___able ___ive ___less

11. Compound Words: _____
12. Syllabication: _____ VCV _____ VCCV
13. _____ homonyms _____ antonyms _____ synonyms

OBJECTIVE: COGNITIVE NO. 2
AREA: Communication Skills
Elem. Target School Centers
Including St. Joseph Home for Children.

EXHIBIT: L-8
LEVEL: 1-6 Centers
4-6 Clinic

Name _____

LEVEL 4,5,6: SNOOPY 6

14. Vowel Rules: short vowel generalization
silent e rule
two vowels together
final vowel

15. I use punctuation as a guide to reading.

Vocabulary List: _____ P-PI _____ P-PII _____ P-PIII
_____ P _____ 1 _____ 2¹ _____ 2² _____ 3 _____ 3²

Comments and Additions:

OBJECTIVE: COGNITIVE NO. 2
AREA: Communications Skills
Elem. Target School Centers
Including St. Joseph Home for Children.

EXHIBIT: L-8
LEVEL: 1-6 Centers
4-6 Clinic.

OBJECTIVE: COGNITIVE NO. 3
AREA: Elem. Youth-tutoring-Youth Pilot Program
Norwood-Oak Grove Centers

EXHIBIT: M
LEVEL: 1-6

BEHAVIORAL OBJECTIVE

Through an organized tutoring program, participating ESEA-TITLE I elementary students, both tutors and tutored, will show improvement in reading, as measured by the Gates-Mac-Ginitie Reading Survey and the Botel Phonics Test.

OBJECTIVE: COGNITIVE NO. 3
AREA: Elem. Youth-tutoring-Youth Pilot Program
Norwood-Oak Grove Centers

EXHIBIT: [illegible]

CLASSROOM ACTIVITIES	SPECIALIST. THE SUCCESSIONS PROJECT AUDIO-VISUAL
1. Write own stories, plays, poems.	
2. Create language games.	To be worked out between AUDIO-VISUAL specialist, Center teacher, and Pupil tutors.
3. Flash cards.	
4. Write own lesson plans.	
5. Create own picture books.	
6. Role playing.	
7. Classroom pairing lab.	
8. Experience charts.	
9. Use of cassette.	
10. Use tape recorder.	
11. Record players and records.	
12. Storybooks and records and/or cassette.	
13. Individualized reading.	
14. Readiness activities.	
15. Develop listening skills.	
16. Read to the children.	
17. Listen to children read.	
18. Pantomimes.	
19. Painting.	
20. Reading orientated games.	

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM ESEA-TITLE I PROJECT # 30-156
Time Interval: 12 weeks

OBJECTIVE: COGNITIVE NO. #3
AREA: Elem. Youth-tutoring-Youth Pilot Program
Norwood-Oak Grove Centers

EXHIBIT: M-2

Instructional Variable	Organization	Content	Method	Facilities	Cost	Evaluation	Comments
Student	One to One, Small groups.	Language development, reading readiness activities, vocabulary enrichment concrete experiences.	Various methods in areas of language development & reading.	Paper, Pencils, Scissors, tag board, magic markers, paste, A-V equipment areas to work in.		See below.	
Center Teacher	Small group.	Training areas of language development, concrete experiences, readiness acti.	Supervision of program. Training tutors and Cking indiv scores thro/out program.	Center room and utls to make tching aids.	Title I	Gates-MacGinitie Reading survey and Botel Phonics Tests.	
Administration.	Organization for total learning program of bldg.	Supervision consultation w/ Center tchr.	Conferences with teachers.	School	District.	Observation.	
Educational Specialist IMC person.	One to one. Small group.	...w to use A-V media with children.	Training tutors in A-V use... Making filmstrips from student-made activities.	School and IMC office	Title I	Evaluation form (revised) Form B-206 and B-207	
Family	Family/Teacher Group		Conference			Parent-Teacher Conference.	
Community		Places to visit. People resource	Walk to trips. Neighborhood walks.				

OBJECTIVE: COGNITIVE [illegible]
AREA: Elem. Youth-Tutoring-Youth [illegible]
Norwood- Oak Grove Centers

EXHIBIT: [illegible]-3

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Teacher	Gates-McGinitie Reading Survey	
	Botel Phonics Test	
	The above are commercial tests not included within these pages.	

OBJECTIVE: COGNITIVE NO. 4 EXHIBIT: N
AREA: Audio-Visual Performance LEVEL: 1-6
Project-Communication Skills
Elem. Target Schools Centers
Including St. Joseph Home for Children.

BEHAVIORAL OBJECTIVE

Pupils participating in the ESEA, Title I, program either in centers or in the Reading clinic, will demonstrate the ability to synthesize their ESEA, Title I, program goals by assisting in the completion of these minimum activities at each center or clinic:

1. a video tape production
2. a Super 8mm color film or 35mm filmstrip with narrative.
3. A set of pictures (black & white or colored) illustrating the 1972-73 ESEA, Title I, project in each center or clinic.

Evaluation of these activities will be by the extent these activities are completed (other area evaluations specifically measure separate skills developed).

OBJECTIVE: COGNITIVE NO. 4
AREA: Audio-Visual Performance
Project-Communication Skills
Elem. Target School Centers
including St. Joseph Home for Children.

EXHIBIT: N-1
LEVEL: 1-6

Classroom Activities	Suggestions-Project Audio-Visual Specialist.
1. Role Playing	
2. Writing film and filmstrip narratives	2. Different styles of narratives.
3. Writing plays.	3. Assistance in background and promotion
4. Use of camera for illustrating program activities.	4. Various ways to use camera.
5. Painting.	5.
6. Production end of video taping material.	6. How to operate the machine.
7. Steps in producing filmstrips.	7. Used as resource person for demonstration of activity.
8. Making materials for filmstrips.	8. Ideas of what to put into a filmstrip.
9. Field trips: Neighborhood walk-to-visits to gather materials and information for pictures, filmstrips, video tape productions.	

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA, TITLE I, PROJECT # 38-156

OBJECTIVE: COGNITIVE NO. 4
Time Interval: 12 weeks
EXHIBIT: N-2
LEVEL: 1-6

AREA: Audio-Visual Performance
Project-Communication Skills, Elem. Target
School Centers including St.Jos. Home for Children

	Instructional Variable						
	Organization	Content	Method	Facilities	Cost	Evaluation	Comments
Student	One to one. Small group.	Various areas of information & activities to develop A-V projects.	Demonstration of A-V media. Construction of mtls for A-V projects.	School, materials to make materials such as paper, paste, etc., & A-V equipment.	Title I	Evaluation Form B-207	
Center teacher	One to one. Small group.	Differ according to topic selected for A-V projects.	Use various methods to develop mtls to organize and produce A-V projects.	A-V equipment. A-V material, to develop A-V projects.	Title I	Extent these activities in objective carried out.	
Administrator Federal & otherwise	As part of total bldg/ teaching program.	Activities to develop objective.	Observation; conferences with teachers & Title I staff.	Target school bldgs & Reading clinic, Identified needs of center tchr.	District & Title I.	Extent these activities in the objective are carried out.	
Educational Specialist IMC Spec.	One to one. Small group.	How to organize selected topics into A-V projects. How to use equipment to implement these topics.	Instruction & demonstration of A-V media. Prod. of projects. Assist center tchr.	Target school; Clinic space for demonstration A-V mtl & equipment.	Title I	Evaluation by Forms B-206 and B-207.	
Family	Family unit	Completed filmstrips, tapes, etc.	Demobstration of completed filmstrip, etc by S to parents	Home unit A-V equipment, to show mtls at home.	None		
Community		Information from visits for A-V projects.	Walk-to-field trips	Neighborhood areas of interest.	None		

OBJECTIVE: COGNITIVE NO. 4
AREA: Audio-Visual Performance
Project-Communication Skills, Elem. Target
School Centers including St. Joseph Home for Children

EXHIBIT: N-3
LEVEL: 1-6

DIRECTORY-EVALUATIVE INSTRUMENTS

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Center teacher	Completed projects of each center, as follows: 1. A 30-minute video tape production 2. Super 8mm color film and narrative of six minutes, or 3. Set of pictures (black & white and/or colored) illustrating a 1972-73 project activity within the target school.	

OBJECTIVE: COGNITIVE NO. 5
AREA: Instructional Service Center
Audio-Visual Services.

EXHIBIT: O
LEVEL: 1-6

BEHAVIORAL OBJECTIVE

The ESEA, Title I, Instructional Service Center Media Specialist will instruct participating ESEA, Title I, students and teachers within the centers and clinic, in using audio-visual media to further develop communication skills.

Evaluation will be by teacher-made rating scales for teachers, students, and larger audiences.

OBJECTIVE: COGNITIVE NO. 5
AREA: Instructional Service Center
Audio-Visual Services, General Graphics.

EXHIBIT: O-1
LEVEL: 1-6

DESCRIPTION OF ACTIVITIES

The performance projects listed in Cognitive No. ___ will be completed by the ESEA, Title I, center and clinic teachers, and assisted by the Instructional Service Center Media Specialist.

The ISC media specialist will be involved with the various activities listed after each objective.

In addition to all of these activities, he will also be involved in activities that use A-V media to further develop communication skills. Examples of such activities are:

1. Operation of A-V equipment.
2. How to implement the different types of A-V equipment in areas of communication skills.
3. How to make a Super 8mm movie film with narrative.
4. Assistance in the development of motivational display areas.
5. Mounting and laminating of pictures that can be used to increase oral language.
6. Lamination of student handled materials.
7. Assistance in binding student-made books.

OBJECTIVE: COGNITIVE NO. 5 GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA, TITLE I, PROJECT # 30-15

AREA: Instructional Service Center
A-V Srvices, General Graphics.

Time Interval: 12 weeks

EXHIBIT: 0-2
LEVEL: 1-6

	Instructional Variable.						
	Organization	Content	Method	Facilities	Cost	Evaluation	Comments
Student	Small group	Use & operation of A-V mtls & equipment. Aid communication skills.	Demonstration ISC/S and S/family.	Building A-V equipment, video-tape materials.	Title I	Student attitude survey.	
Teacher	Small group	coordination of program with ISC specialist & follow-up actis. after demonstrating.	Assist training students in A-V media & mtls. Demonstration/ discussion.	A-V equipment; mtls for constructingl projects developed by ISC person.	Title I	Teacher attitude survey.	
Administrator Federal & District	Coordination overall bldg program by district or bldg.	Implementation of projects' objectives.	Conferences with personnel involved and observations.	Target school space in clinic for larger demonstrations.	Title I & District	Observation-Report to Madison DPI.	
Educational Specialist IMC Specialist	Small group Large group	Use of A-V mtl & equipment to devel. better communication skills.	T/ISC; ISC/S. Demonstrations; in-service programs. Local prod. mtls.	Target schools A-V equipment & mtls.	Title I	Observation; Use of pre-survey (Fall, 1972) form to determine specific needs of center tchrs.	
Family	Family unit	School produced - commercial filmstrips; cassettes, tapes, other A-V materials.	Help pupil with home use of A-V mtls & equipment.	Take home projects - to make and as culminating activities.	Title I		
Community	Large groups.	Slide-tape programs, posters illustrating programs.	Slide lecture, discussion.	Civic groups; schools.	None	Audience survey form.	

OBJECTIVE: COGNITIVE NO. 5
AREA: Instructional Service Center
Audio-Visual Services, General Graphics.

EXHIBIT: O-2
LEVEL: 1-6

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

Evaluating Person	DESCRIPTION OF INSTRUMENT	PAGES
Media Specialist	Audio-Visual equipment.	

OBJECTIVE: COGNITIVE NO. 2 EXHIBIT: C-4
AREA: Instructional Service Center LEVEL: 1-6
A-V Services, General Graphics

PRE-SURVEY FORM FOR TEACHER NEEDS

TEACHER:_____ SCHOOL_____ DATE:_____

DIRECTIONS: Fill in form as to type of service needed from IS Center specialist for this school year. Check services that apply to your projects. Add, if not listed.

_____1. Lamination of student-handled materials.

_____2. Mounting of materials to be used for communication skill development.

_____3. Operation of video tape machine.

_____4. Operation of the various cameras available in Title I program.

_____5. Assistance in developing bulletin board materials and designs around theme of communication skills.

_____6. Binding student-made books.

_____7. Assistance in various ways to utilize A-V media to further develop communication skills.

_____8. Assistance in making a super 8mm film and narrative.

_____9. Assistance in development of motivational display areas.

_____10. Demonstration with pupils on how a filmstrip is produced from student-made materials.

_____11. Producing filmstrips from student-made materials.

_____12. Demonstration on usage of A-V media (equipment) with students.

OBJECTIVE: COGNITIVE No. 5
AREA: Instructional Service Center
A-V Services, General Graphics

EXHIBIT: C-5
LEVEL: 1-6

INSTRUCTIONAL SERVICE CENTER RATING SCALE
TEACHER VIEW

SCHOOL: _____ Date: _____ TEACHER: _____

DIRECTIONS: Rate services received from Instructional Service Center, ESEA, Title I program. 5, highest; 3, average, 0 rating as service not requested by center tchr.

OBSERVABLE BEHAVIOR	Rating Scale 0	1	2	3	4	5
1. The IMC person showed the students how to operate audio-visual equipment.						
2. The IMC person produced filmstrips from given materials.						
3. The IMC person assisted in developing communication skills through audio-visual media.						
4. Through the introduction of various A-V materials, the IMC person illustrated ways to develop bulletin boards around communication skills.						
5. The IMC person initiated activities with the center teacher.						

ESEA-TITLE I
Form B-206

OBJECTIVE: COGNITIVE NO. 5
AREA: Instructional Service Center
A-V Services, General Graphics

EXHIBIT: G-6
LEVEL: 1-6

INSTRUCTIONAL SERVICE CENTER RATING SCALE
STUDENT VIEW

NAME: _____ SCHOOL: _____ DATE: _____

DIRECTIONS: Rate services received by the Instructional Service Center Title I person. 5, highest; 3, average, 0 rating as service not requested.

OBSERVABLE BEHAVIOR	Rating Scale 0	1	2	3	4	5
1. The IMC person helped me in learning how to operate A-V equipment.						
2. The IMC person helped at making filmstrips.						
3. Because of using A-V material, reading was more interesting this year.						
4. The IMC person helped us with developing ideas for bulletin boards.						
5. The IMC person helped us in making materials related to reading.						

OBJECTIVE: COGNITIVE NO. 5
AREA: Instructional Service center
A-V Services, General Graphics

EXHIBIT: 0-7
LEVEL: 1-6

INSTRUCTIONAL SERVICE CENTER RATING SCALE
LARGER AUDIENCES VIEW

SCHOOL: _____ GROUP NAME: _____ DATE: _____

DIRECTIONS: Scale evaluates IMC help in developing materials informing public about Title I program. 5, highest; 3 average; 0 is for "does not apply".

OBSERVABLE BEHAVIOR	Rating Scale					
	0	1	2	3	4	5
1. The printed materials, such as, posters, etc., were pleasing in design, and included all necessary information.						
2. The tape-slide presentation, to explain the Title I program, was well-done and informative.						
3. The Audio-visual materials used helped to inform us about ESEA, Title I, programs.						

OBJECTIVE: COGNITIVE NO. 6
AREA: Music, Elem. Symphonette & Ukulele Performance Training.

EXHIBIT: P
LVEL : 4-6

BEHAVIORAL OBJECTIVE

Through practice and performance during special ESEA, Title I music lessons, all eligible children taking part will demonstrate a basic knowledge of instrumental music by relating the functions of each part of their instrument, as well as reading all rhythm notes from whole and half through the 8th, as well as rests.

Evaluation will be carried out by both elementary music and classroom teachers, using non-standardized, teacher-made tests.

OBJECTIVE: COGNITIVE NO. 6
AREA: Music, Elementary Symphonette & Ukulele Performance Training

EXHIBIT: I-1
LEVEL: 4-6

Classroom Activities	Suggestions-Project X-V Specialist
Cognitive goals are linked to the sense of achievement reinforcing the affective phase, same activity. Minimal performance goals, but basic to music, are to build achievement senses.	
Music skills taught are adequate to play simple tunes for family and friends, as well as in public.	Use audio-tape replays, tape recorders or video tape, for immediate reinforcement of basic skills.
Pilot projects to help target schools integrate both social and emotional needs of project children. The subjects will be not only the players, but also bystanders, family and community groups.	Prepare tape-slide presentation of children playing their simple tunes. This would allow replays to achieve tape perfection but assisted by a set of 35mm color slides. Slides would be either of the children, or perhaps of ecological situations in nature with a mood illustrated by the music.
Symphonette projects 600 children, in elementary class groupings, will be taught to play basic music on symphonettes, small-sized plastic models of woodwind instruments. Each instrument is part of a kit issued to each child and accompanied by a book of simple tunes. These tunes will provide all the notes and skills of basic music.	
Ukulele projects: Two groups of five elementary children, each from a different target school, will be chosen to learn how to perform this instrument. Chosen for their simplicity of operation, young children can play these stringed instruments more easily than other stringed instruments.	
Both projects, together, will be also directed to the entire target area population. Through private and public performances, the target population will recognize the availability and pleasure to be derived from direct instrumental music experience.	Tape-slide presentations of either or both groups could be used for instruction and motivation to new groups during the next term, 1972-73.

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA-TITLE I, PROJECT [illegible]

[illegible]

AREA: Music, Elem. Sym[illegible]

Ukulele Performance Training

Time Interval: 12 weeks

	Instructional Variable						
	Organization	Content	Method	Facilities	Cost	Evaluation	Comments
Student	1-1, Tchr.-Group	Sheet music instrument, opn. Instruction bks/ to learn to perform.	S-S, repetition, operant conditioning, demonstration.	Maintenance & responsibility for equipment.		Self-evaluation	
Teacher	20 min. wk tutorial, 40 min. wk ensemble.	Music skill. Pupil ability to perform.	As above.	Instruments, music room, gym	Title I		
Administrator--Fed. & otherwise	Schedules, coord. T-Parent mtgs. & programs.	As above.	Coord. schedules	Coord. plant needs		Questionnaire	
Educational Specialist	Tutorial, T-Class T-Group	Music reading, knowledge of applied inst. music.	Lecture, demonstration, application, performance.	Music room, gym, inst. music stands, music instruments.		Special observation.	
Family	Allow for home practice schedule.	Parental guidance through encouragement.	Motivation	Home practice			
Community		Public performances.				Observation & questionnaire-Bd. of Ed.	

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA-TITLE I [illegible]

[illegible] Time Interval: 12 weeks [illegible]

	Instructional Variable						
	Organization	Content	Method	Facilities	Cost	Evaluation	Comment
Student	1-1, 1chr.-Group	Sheet music Instrument, opn. Inst. bks to learn to perform	S-S, repetition operant/conditioning, demonstration	Maintenance & responsibility for equipment.		Self-evaluation	
Teacher	20 min./wk. tutorial, 40 min./wk. ensemble	Pupil ability to perform music skills	as above	Instruments, music rm., gym	Title I		
Administrator--Fed & otherwise	Schedules coord. T-Parent mtgs. & programs.	As above	Coordinate schedules.	Coordinate plant needs.		Questionnaire	
Educational Specialist	Tutorial, 1-Class, T-Group	Music rdg. knowledge of applied instrumental music.	Lecture, demonstration, application performance.	Music rm., gym. instructional music stands, instruments.		Special observation.	
Family	Allow for home practice schedule.	Parental guidance through encouragement.	Motivation.	Home practice.			
Community		Public performances.				Observation & Questionnaire, Bd. of Ed.	

OBJECTIVE: COGNITIVE NO. 6
AREA: Music, Elem. Symphonette & Ukulele Performance Training

EXHIBIT: P-4
LEVEL: 4-6

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

Evaluating Person	DESCRIPTION OF INSTRUMENT	PAGES
Elem. Music & Classroom Teachers.	Non-Standardized teacher-made tests.	

OBJECTIVE: [illegible]
AREA: Music, Elementary
[illegible]
[illegible]

EXHIBIT: [illegible]
LEVEL: 4-6

Pupil Evaluation - By Teacher

Rating Scale (1 low - 5 high)

Observable Behaviors	1	2	3	4	5
1. Learns function of instrumental parts					
2. Reads all rhythm notes from whole, and half through the eighth note as well as rests.					
3. Manipulates components of music in individual ways (improvises).					
4. Learns written test items on factual musical items: music forms, terms, dynamic marks, notation and composure information.					
5. Is able to sight-read.					
6. Listening habits as reflected by oral responses or cues.					
7. Selects correct musical terms when asked to identify one piece of music among many.					
8. Demonstrates the sequence of operations necessary to carry out a musical procedure.					
9. Demonstrates ability to sight-read music within his ability.					

ESEA-Title I
Form B-204

OBJECTIVE: COGNITIVE NO. 6
AREA: Music, Elementary
Symphonette & Ukulele
Performance Training

EXHIBIT: P-6
LEVEL: 4-6

LEBLANC MUSIC TALENT QUIZ - TEACHER RATING.

INSTRUCTOR'S CARD

Student's Name _____ Date _____
Parents' Name _____
Address _____
School _____ Phone _____
Grade _____ Age _____
What instruments do you have in your home? _____
I would like to play _____
(1st choice) (2nd choice)

MEMORANDUM FOR USE OF INSTRUCTOR

Test Score _____
Physical Characteristics _____
Lips _____ Teeth _____
Hands _____ Other _____
Instrument Recommended _____

LEBLANC MUSIC TALENT QUIZ: Draw a heavy line through the correct answer high or low, same or diff.

											Score
Section A	Examp. Same	A-1 Same Diff.	A-2 Same Diff.	A-3 Same Diff.	A-4 Same Diff.	A-5 Same Diff.	A-6 Same Diff.				
Section B.	Diff.	B-1 Same Diff.	B-2 Same Diff.	B-3 Same Diff.	B-4 Same Diff.	B-5 Same Diff.	B-6 Same Diff.	B-7 Same Diff.	B-8 Same Diff.		
Section C	Same	C-1 Same Diff.	C-2 Same Diff.	C-3 Same Diff.	C-4 Same Diff.	C-5 Same Diff.	C-6 Same Diff.	C-7 Same Diff.	C-8 Same Diff.	C-9 Same Diff.	
Section D	Diff.	D-1 Same Diff.	D-2 Same Diff.	D-3 Same Diff.	D-4 Same Diff.	D-5 Same Diff.	D-6 Same Diff.	D-7 Same Diff.	D-8 Same Diff.	D-9 Same Diff.	
Section E	Low	E-1 High Low	E-2 High Low	E-3 High Low	E-4 High Low	E-5 High Low	E-6 High Low	E-7 High Low	E-8 High Low	E-9 High Low	
Section F	High	F-1 High Low	F-2 High Low	F-3 High Low	F-4 High Low	F-5 High Low	F-6 High Low	F-7 High Low	F-8 High Low	F-9 High Low	

The Talent Quiz is easy to score. Mark each mistake with a big "X" - then count the number of mistakes, multiply them by 2 and subtract the total from 100 to obtain your score. 100 is, of course, a perfect score.

Score Total _____

ESEA-Title I
Form B-205

OBJECTIVE: COGNITIVE NO. 7
AREA: Remedial Reading Clinic
Diagnostic Services

EXHIBIT: Q
LEVEL: 4-6

BEHAVIORAL OBJECTIVE

Approximately 48 identified academically and economically deprived children in grades 4-6, with a reading deficiency of more than two years in relation to their reading expectancy, will receive diagnostic evaluations to determine their reading needs and degree of deficiency.

Remedial reading services will be provided to correct deficiencies, and a continuing assessment will be made to determine the child's eligibility in the clinic (back to one year below his reading expectancy). Individually prescribed instruction will be designed to meet the child's needs in the regular classroom.

Vocational reading at Our Lady of Charity School will be an extension of clinic services beyond this group of 48.

OBJECTIVE: COGNITIVE NO. 7
AREA: Reading Clinic Remedial Diagnostic Services

EXHIBIT: Q-1
LEVEL: 4-6

Clinic Activities	Suggestions-Project A-V Specialist
1. Reading Surveys	
2. Motor Skills a. Directionality testx b. Perceptual and motor coordination c. Laterality	
3. Specific reading problems a. Letter-sound relation b. Beginning sounds c. Whole word recognition d. Words within words e. Ending sounds f. Blending g. Vowels - consonants h. Discriminate guessing i. Substitutions j. Reversals	1. Treatment: Phonics lessons Lessons in auditory perception 2. Tachistoscopic lessons - use controlled reader 3. Lesson in difference inword construction. 4. Find the part that rhymes. 5. Use Califone lessons 6. Use of clues 7. Study configuration clues 8. Use controlled reader 9. Use kinesthetic matter.
Perception) Comprehension(Rheem-Califone plus teacher-made devices. Tracking)	10. Use phonics transparencies, such as commercial sets 11. Use locally produced transparencies, locally produced for individual applications.

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA-TITLE I, PROJECT 30-156 Level: 4-6

EXHIBIT: [illegible]

Objective: Cognitive #7 Time Interval: 12 weeks

Area: Clinic, Remedial Reading
Diagnostic Services, [illegible]
[illegible] of Charity School

	Instructional Variable						
	Organization	Content	Method	Facilities	Cost	Evaluation	Comment
Student	2-3hrs./wk. in a lab. setting.	Diagnostic & survey tests.				As below.	
Teacher	Survey tests in small groups diagnostic individually administered.	Referrals from target schools & child study.	Administer tests evaluate results and screen.	Reading eye camera Teliknocular speedioscope, tape recorder, lang. masters.		Standardized Gates MacGinitie A-F, Gates-MacKillop Diagnostic, pre- & post tests, as needed, evaluated & compared by Gilliland Learning Potential-Cond, et al, Silent Reading-Peabody Picture Vocab., SRA Inventory of Interests, Gilliland Indiv. Differences, T-Test for Clinic by Mr. LeRoy Heim, Psychologist.	
Administrator--Fed. & otherwise		Psychological Tests.	Test administered by psychometrist & guidance clinic.	Coor. w/child study & guidance dept.			
Educational Specialist	Instructional Service Center or Clinic.	Pictures, tapes, slides, laminated mountings.	Photographing Clinic activ. P-Groups preparation of mtls needed.	AV Dept. or the Instructional Service Center.			
Family	Initial conference, Clinic visits, home visits.	Conference, home and Clinic visits.	Mtg. of parents, Open House; guided tour of Clinic assistance in group mtgs. & in screening.				
Community	Br. County guidance case worker Social welfare, Apostolate wkshop.		Medical, dental, optometrist, etc. services for clients.				

OBJECTIVE: COGNITIVE NO. 7
AREA: Clinic Remedial Reading
Diagnostic Servuces

EXHIBIT: 4-3
LEVEL: 4-6

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Clinic Reading Specialist	Standardized road-map test of direction sense	See test descriptions, following.
	Frostig materials.	
	Rheem-Califone Reading Lab activities.	
	S.R.A. Controlled Reader materials.	
	So. Cal. Perceptual Motor Test.	
	Leavell-Hand,Eye Cordination Test.	
	Wepman Auditory Discrimination Test.	
	Frostig Developmental Test of Visual Perception.	
	Test of Individual Reading Needs.	
	Peabody Picture Vocabulary Test.	
	Gilliland Learning Potential Exam.	
	Calif. Test of Personality.	
	S.R.A. What I Like To Do Inventory.	
	Durrell-Sullivan Reading Capacity & Achievement Tests, A & B.	
	Murphy-Durrell Reading Readiness Analysis.	

OBJECTIVE: COGNITIVE NO. 9 EXHIBIT: [illegible]
AREA: Clinic Remedial Reading LEVEL: 4-6
Diagnostic Services Evaluation
Standardized Diagnostic Tests Used

From the following, the appropriate tests will be chosen to diagnose specific areas of needs:

1. Degrees of directional difficulty and the relation of direction disorientation to reading is determined by the Standardized Road-map Test of Direction Sense. Use of Frostig Material, Rheem Califone, the Controlled Reader--all are used to stress left-right eye movement, to prevent eye regressions, and to increase vision span.

2. Southern California Perceptual - Motor Test.
Six tests included in this series are individually administered and evaluate the perceptual-motor problems in children ages 4 - 8.

3. Deficiencies in language arts, particularly reading, and also various social relations, may be affected when there is lack of unilaterality in hand and eye coordination; therefore, the test for determining need of unilateral stimulation. The Lowell Hand Eye Coordination Test is given. When the need of such training is apparent, work assignments are made, using the Rheem Califone, Frostig material, etc.

4. Wepman Auditory Discrimination Test.
Two forms of this test are given permitting a test-retest evaluation. If poor auditory discrimination is found, special techniques are used to increase auditory perception which is necessary for reading and speech.

5. Frostig's Developmental Test of Visual Perception is used as a screening device for children with learning difficulties. It is usually used individually in the Clinic. A Perceptual Quotient is obtained, subtest performance is studied, and a program of perceptual training is designed for the child.

6. Test of Individual Needs in Reading is used to determine the basic reading level of each pupil, so that he can be given material that he can read independently with comprehension using all basic skills. This test has an individual oral section and a silent comprehension section plus a word analysis which helps locate the phonetic and skill deficiencies.

7. Peabody Picture Vocabulary Test is individually administered to children, ages 5-6 to above 17, in the Clinic. It is a rapid and reliable method of deriving a child's age equivalent, percentile equivalent, and intelligence quotient. It is based on hearing vocabulary and compares well in validity with Hannon Nelson, Revised California Tests of Mental Maturity, and Binet.

8. Gilliland Learning Potential Examination determines a child's potential for learning to read, scores his visual memory, and provides a profile of all areas tested with IQ scores for each area. A general information portion shows areas in which a student has special interests and has gained much useful informative knowledge. The test aids in determining functioning level, potential, and selection of best suited materials for the student.

9. California Test of Personality - All Levels.
The complete picture of a child is not revealed by survey, diagnostic, visual and auditory acuity, perception or achievement tests. To gain information which shall be useful in understanding the problems of children and to assist them in their adjustment, the California Test of Personality is administered individually. In scoring, a two-part profile is constructed which reveals the personal and social adjustment tendencies of the child, and the areas of maladjustment. One can determine if the child's major problems are home or school oriented, and by meeting with parents and teachers, much can be accomplished in clearing up some of these problems.

10. What I Like To Do (SRA) An Inventory of Children's Interests.

This inventory, given individually or in small groups, covers these areas: Active Play, Quiet Play, Art, Music, Social Studies, Manual and Home Arts, and Science. The profile obtained from this inventory helps identify the child's area of greatest interest and proficiency, and also his problem area. It is useful in planning techniques of approach and gathering of materials to be used in a stimulating and motivating manner in reading and language arts.

11. Durrell-Sullivan Reading Capacity and Achievement Test
Primary A and Form A for Grades 2-6, Intermediate.

The first part measures comprehension of the spoken language and is given as a pre-test or prediction of a child's achievement at either the Primary or Intermediate level. These tests are administered, profiles made, and the results are used in programming the child in the future. At the close of a particular teaching period, the reverse side of the test booklet is used as in an achievement or post-test.

12. Murphy-Durrell. Reading Readiness Analysis.

These tests usually are useful only to a first grade teacher, as a prediction of a child's readiness for formal reading instruction. In the clinic, we use them as a means of identifying a child's relative strengths and weaknesses, and finding the areas in which he has not achieved. The test results serve as a guide in developing a systematic approach to teaching or reteaching

OBJECTIVE: COGNITIVE No. 7 - C1(a)

CONSIST: [illegible]
LEVEL: [illegible]

continued:

phonemes and letter identification.

13. Wide Range Word Perception Test.

Measures grade-wise the level of the students ability to recognize words. There are 120 items.

[illegible]

Through language arts experiences, with emphasis on personal growth, [illegible] and participating youth tutors and [illegible] and [illegible] High School youth tutored by adult volunteers will improve in oral and written communication techniques, as well as in [illegible] for written English.

Evaluation will be by teacher observation, standardized and non-standardized tests, and skill checks.

OBJECTIVES COGNITIVE NO. 8
AREAS Adult Volunteer Tutors &
Youth-tutoring- Youth Program.

EXHIBIT: R-1
LEVEL: 10-Adult.

CLASSROOM ACTIVITIES	GRAPHICS SUGGESTIONS
To be developed from workshop training	
based upon:	
Handbook, National Reading Center, Tutor's Handbook.	As developed with workshop planning staff.
Handbook, National Reading Center, Tutor Trainers Handbook.	

OBJECTIVE: COGNITIVE NO. 5
TEST: [illegible] VOLUNTEER TUTORS
AND YOUTH TUTORING YOUTH PROGRAM

EXHIBIT : R-2
[illegible]
6 Adult.

PROPOSED TUTORS PROGRAM MATRIX

INSTITUTIONAL VARIABLES	INSTRUCTIONAL VARIABLES						
	Organization	Content	Method	Facilities	Cost	Evaluation	Comments
Student	2 hrs./wk., as scheduled	Remedial Reading	1:1 Tutorial	As Assigned		Cooperate w/purposes of tests	
Teacher	1:1 Tutorial	Ibid.	Individualized 1:1, Experiment with motivational Techniques	Arrange with Principal	[illegible]	Determine best measurement tools and time of use	
Administrators 1. Principal 2. [illegible]	1. Assign Tutoring Times	Ibid.		Adjusts 1:1 Tutoring Facilities and Services		Assist Acquisition	
Educational Specialists 1. Tutors 2. Other	1. Plan with teacher releasing tutored	Ibid.	1. Design with Teacher to reach teacher goals for individuals. 2. As needed	1. From Teacher 2. As needed		1. Administer 2. [illegible] staff can advise	[illegible]
Family		Family Acceptance	Personal Encouragement			Affective Scales [illegible]	
Community	[illegible] organizations [illegible] provide volunteer tutors.	Enrichment Resources	Field trips to places and activities		[illegible] Title [illegible]		

OBJECTIVE: COGNITIVE NO. 8
AREA: Adult Volunteer Tutors &
Youth-tutoring-Youth Program.

EXHIBIT: R-3
LEVEL: 10 &
Adult.

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
[illegible], TITLE I	STANDARDIZED	
SPECIALISTS.		
	NON-STANDARDIZED	

OBJECTIVE: COGNITIVE NO. 9
AREA: Inservice Survey of Adults
Elem. Target School Centers Parents.

EXHIBIT: 6
LEVEL: Adults.

OBJECTIVE

ESEA, Title I, target school classroom teachers, and principals, as well as target area parents of disadvantaged students will take part in a September, 1972, survey to assess priorities and numbers of 1972-73 inservice topics to be carried out as suggested during the 1972 needs assessments.

The evaluations and survey will be by a rating scale of workshop suggestions and alterations to be prepared by ESEA, Title I, staff.

* START INSERVICES REQUIRED	**Subject to Fall Survey	***
Orientation, East High Faculty, Adult Volunteer Tutor Program.	Building a Better Self-Concept Adults.	All subjects are fully planned and budgeted for 1972-1973, pending approval, deletions, additions.
Creative Dramatics for Title I staff.	Kodaly Music Program for Reading. Keller staff, Parents, Title I.	
Adult Volunteer Tutors 20 Hours Workshop	Emotional Involvement of the Troubled Person.	
Youth-tutoring-Youth Camp Trees for Tomorrow	Creative Crafts for Parents.	
Creative Crafts for Title I staff.	Better Grooming Assemblies, for: Boys and Parents Girls and Parents	
Parent Involvement for Title I staff.	Human Relations in Teaching Disadvantaged. Target school staffs, Title I staff, Parent Council.	

OBJECTIVE: COGNITIVE NO. 9
AREA: Inservice Survey of Adults
Elem. Target School Centers Parents.

EXHIBIT: S-1
LEVEL: Adults.

Dear

(colleagues in ESEA, Title I)

In order to select the inservice workshops that will be of the most value in helping us all to work better with your children and students, would you rate the workshop topics below as to their continuing merit. All were suggested last Spring. Rate 1, first choice; 2, second choice; 3, third choice.

____ 1. "Creative Crafts Inservice" with Martha Harvey as consultant. Mrs. Harvey will present various types of crafts which can be made from scrap materials. Most of these can be made by children, and can be used to develop body coordination and language. Offered to Title I staff only, for 1/2-day.

____ 2. "Parent Creative Crafts Inservice" with Martha Harvey as consultant. (Similar to No. 1 above, but offered to parents as well as Title I staff, for 1/2-day.
Mrs. Harvey will demonstrate craft technique and parents will participate by completing a project.

____ 3. "Emotional Involvement of the Troubled Child" by a representative of Child Study Department as consultant.
(The consultant will discuss what emotional problems are, signs that lead to identifying children,troubled, what can be done to help them.)
Offered to parents, target school teachers,

____ 4. "Creative Dramatics Inservice" by Karen Prevetti as consultant. This is to rate your feeling for continuing this beyond the necessary briefing of teachers beyond teacher institute week August 21-25, 1972. This orientation was necessary in the event you approve; the Creative Dramatics Movement classes would be held in each target school during the 1972-73 school year.

____ 5. "Kodaly Inservice Relating Music to Reading" wth Norbert Ecker as consultant. Mr. Ecker will demonstrate and discuss how reading can be further developed through music. The inservice is offered to parents, target school teachers, principals, and Title I staff.

____ 6. "Human Relations" with Alex Molnar & Will Roy, UW-Milw, as consultants. The two educators would present discussion and activities on improving human relations in day-to-day living. Offered for parents, target school teachers, principals, and Title I staff.

____ 7. "Parent Involvement" with Jerry Downing as consultant. Mr. Downing will discuss ways and means of getting parents and

OBJECTIVE: COGNITIVE NO. 9
AREA: Inservice Survey of Adults
Elem. Target School Centers Parents.

EXHIBIT: S-1
LEVEL: Adults

and teachers together in meaningful activities. Accent here is on how to increase parent involvement in the schools.
Offered to parents, target school teachers, principals, and Title I staff.

____ 8. "Grooming Assemblies" with Mrs. MacGoren and Robert Smith, from Wisconsin School of Beauty and Barber representative. These assemblies will be held in each of the target schools. Mrs. MacGoren will explain skin care and cleanliness to girls, while the barber will demonstrate hair styles and discuss grooming techniques with the boys.
Offered to Grade 6 students, parents, principals and Title I staff.

____ 9. List additional topics for 1972-73 inservice here:

We have budgeted the costs of the above eight suggested workshops, so funds are available for any last minute changes that may now prove necessary.

Please return these forms by September 15, 1972, to the school your child attends and/or to the center teacher in your building.

Thank you for your cooperation. Questions about this survey should be directed to the centre teacher in your child's school, or the Reading Clinic, 432-0351, Ext. 523.

Sincerely,

_____

JTS:fmi

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA, Title I, Project # 30-156

EXHIBIT: S-2
LEVELL: Adults

OBJECTIVE: COGNITIVE NO. 9
AREA: Inservice Survey of Adults
Elem. Target School Centers Parents.

INSTITUTIONAL VARIABLE

	Instructional Variable						
	Organization	Content	Method	Facilities	Cost	Evaluation	Comments
Student							
Teacher	Gets forms completed by parents in September.	Inservice suggestions 1972-73 term.				Returns survey results to Title I chairman.	
Administrator	Receives survey forms, from central administration.						
Educational Specialist.						Tallies of survey responses by Title I staff.	
Family		Provides responses to target area in-service survey.	Pencil in forms.	None	None		
Community							

OBJECTIVE: COGNITIVE NO. 9
AREA: Inservice Survey of Adults
Elem. Target School Centers Parents.

EXHIBIT: S-3
LEVEL: Adults.

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

Evaluating Person	DESCRIPTION OF INSTRUMENT	PAGES
ESEA, Title I, staff	Staff rating scale of inservice education program topics.	

OBJECTIVE: COGNITIVE NO. 9
AREA: Inservice Survey of Adults
Elem. Target School Center Parents.

EXHIBIT: S-4
LEVEL: Adults.

STAFF RATING SCALE OF INSERVICE EDUCATION PROGRAM TOPICS.
(To tally results of adult survey)

SPRING WORKSHOP SUGGESTIONS	Rating Scale Choices:		
	1st	2nd	3rd
Parents Creative Crafts Inservice			
Emotional Involvement of the Troubled Child			
Kodaly Inservice Relating Music to Reading			
Human Relations in Day-to-Day Living			
Parent Involvement			
Children's Assemblies on Good Grooming - Open, also, to Parents, Principals, Title I Staff.			
Additional Suggestions:			

PROJECT # _____

A PROGRAM OF ENRICHMENT OPPORTUNITIES

FOR DISADVANTAGED CHILDREN, PHASE VII

PSYCHOMOTOR OBJECTIVES AND PROGRAMS PROPOSED

OBJECTIVE: PSYCHOMOTOR NO. 1
AREA: Pre-Kindergarten Coordination & Enrichment Program.
Howe-YMCA Pilot Parent Program.

EXHIBIT: T
LEVEL: Pre-Kdgn & Adult.

BEHAVIORAL OBJECTIVE

Howe area preschool children of families eligible for ESEA-Title I participating in this Howe elementary-Y.M.C.A. coordination and enrichment program will show improved psychomotor skills necessary for swimming and manipulative skills.

Evaluation will be by teacher observation and teacher-made rating scales to be completed during the program's September planning phase.

OBJECTIVE: PSYCHOMOTOR NO. 1
AREA: Pre-Kdgn Coordination &
Enrichment Program
Howe-YMCA Pilot Parent Program

EXHIBIT: T-1
LEVEL: Pre-Kdgn
& Adult.

COOPERATIVE PLANNING CHART

	Selection of Students	Preparation of Program	Swimming Skills	Psychomotor Skills	Crafts	Evaluations
Title I Center Teacher	x	x		x		x
(YMCA Staff) Resource Person		x	x		x	x
Parents			x	x	x	x
Aide		x	x	x	x	x
Administration	x					x

OBJECTIVE: PSYCHOMOTOR NO. 1
AREA: Pre-Kdgn Coordination & Enrichment Program
Howe Pilot Parent Program.

SERIES: T-2
LEVEL: Pre-Kdgn &

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA, Title I, Project # 70-156

	Instructional Variable						
	Organization	Content	Method	Facilities	Cost	Evaluation	Comment
Student	2-5 per week Small groups of 10-18 for 30-45 minutes.	Activities to improve motor coordination skills.	Physical and manipulative activities.	Howe Elem. Y.W.C.A.	-		
Teacher	10-18 students calendar-type lesson plan book to assure coord. of objectives.	Planning according to needs of students using above activities.	Instructing & supervising above activities.	Howe Elem. Y.W.C.A.	-	Teacher observation Teacher-made rating scales.	
Administration.		Consultation.					
Educational Special-ist.	Social Services Dept.	Consultation.					
Family	10-20 min. psychomotor activities at home.	Activities to improve motor coord. skills.	Use of activity sheets from T/P observation at class.		-	Teacher-made rating scale.	
Aide	As directed by teacher.	As directed by teacher.	Teacher aide.		$200.00		
Community	Instruct groups of 10-18 students in swimming & crafts.	Planning swim. & crafts program to meet student needs.	Instructing & supervising activities.	Y.W.C.A.	$103.50	Teacher observation Teacher-made rating scales.	

OBJECTIVE: PSYCHOMOTOR NO. 1
AREA: Pre-Kdgn Coordination &
Enrichment Program.
Move-TWCA Pilot Parent Program

EXHIBIT: I-B
LEVEL: Pre-Kdgn. &
Adult.

PROGRAM BUDGET

ITEM	RATE	TOTAL COST
Resource Person (YWCA Staff)	$2.25 per instructor swimming Acct #4200 INSTR.	$67.50
Facilities		00.00
Materials	Acct #4200	36.00
Parents		00.00
Refreshments	Acct #4200	15.00
Aides	Three aides @ $1.05 per hr for 20 hours Acct #4210	163.00
Other	Projected raise for aides Acct #4210	40.00

OBJECTIVE: PSYCHOMOTOR NO. 1
AREA: Pre-Kdgn Coordination & Enrichment program.
Home Pilot Parent Program.

EXHIBIT: T-4
LEVEL: Pre-Kdgn & Adult

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

Evaluating Person	Description of Instrument	Pages
Teacher Parent OMCA	Evaluative instruments will be prepared during the September, 1972, planning period.	

OBJECTIVE: PSYCHOMOTORNO. 2
AREA: Physical Development
Tank Pilot Project - 2nd yr.

EXHIBIT: U
LEVEL: Pre-Kdgn
4-yr. olds.

BEHAVIORAL OBJECTIVE

Through selected physical activities each child will demonstrate his efficiency through a well-rounded physical developmental program in the areas of rhythmical activities, movement education, and vigorous large muscles activities. The proficiency of the child will be chiefly measured by the MOVE-GROW-AND-LEARN Test, by Orpet and Meweis of the Frostig-Maslow Program.

Special needs of each child will be indicated by additional tests listed in the directory of evaluative instruments at the end of this EXHIBIT T section.

OBJECTIVE: PSYCHOMOTOR NO. 2

AREA: Physical Development
Tank Pilot Project - 2nd yr.

EXHIBIT: U-1
LEVEL: Pre-Kdgn
4-yr olds

CLASSROOM ACTIVITIES, SUCH AS:

Make puppets
Finger plays
Games-Organized
Jump rpe
Free dance
Scissors
Clay
~~Large pencils~~
Puzzles
Rhythm with body movement
Feeling box
Tearing and pasting
Making collages

Pantomime
Tape recorder
Rhythm instruments
Coordination games
Block-building
Chalk
Large colors
Paints
Pegs & pegboards
Discovering texture
Cutting & pasting
Scribbling and coloring

RESOURCE PEOPLE:

Phy. Ed. - Consultant
Artist
Carpenter
Plumber

PARENT ACTIVITIES:

Design and construct outreach psychomotor materials - activities - toys.

OBJECTIVE: PSYCHOMOTOR AND GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA, TITLE I, PROJECT # 3C-134

Area: Physical Development
Tank Pilot Project - 2nd yr.

Time Interval: 12 weeks

EXHIBIT: U-2
Level: Pre-d
4-yr.-ld

	Instructional Variable						
	Organization	Content	Method	Facilities	Cost	Evaluation	Comments
Student	Demonstrate abilities.	Remediation of deficiencies	Plays 1- organized 2- free	Tank School Kdgn gym.	District & Title I	Progress in physical development.	
Teacher	Observe child's abilities. Move-Crow-A-Learn test.	Motivate skills thru curriculum.	Frostig and Motor perceptual movement patterns	as above	District	Pre-test and Post-test.	
Administrator.	A former gym instructor.	Be available for ideas and evaluation.	Resource person	as above	District	Observation, demonstration.	
Educational Specialist	Phy. Ed. Resource Person.	Guiding and suggesting changes.	Suggestions or corrections to program.	School phy.ed. materials and ideas.	District	Guidance thru participation.	
Family	Observation of school program.	Carry over to home situation.	Strengthen child's weaknesses.	None.	None	Child's mastery and parents' satisfaction.	
Community	Creative dance, "Miss Van"	Movement thru music.	Stimulation and observation.	School.	None Mr. Beyer	Child's ability to move freely with enjoyment.	

OBSERVATION: PSYCHOMOTOR NO. 2
AREA: Physical Development
Tank Pilot Project - 2nd yr.

EXHIBIT: U-3
LEVEL: Pre-K
4-yr olds.

DESCRIPTION OF INSTRUMENT		EVALUATING PERSON
Tests from this list will be chosen to determine the special needs of individuals, as problems indicate their use.		
	4-YR OLDS	
Test I	Frostig "Move-Grow-AND-LEARN"	
Test II	Draw a Man	
Test III	Beery Developmental Test	
Test IV	T.O.B.E. (Test of Basic Experiences)	
Test V	Verbal Fluency	
Test VI	Colors, Counting, Shapes, etc	Teacher Evaluation.
Test VII	Home Observation Sheet	
Test VIII	Rec. of Letters and Sounds of the Alphabet	
	5-YR OLDS	
	Frostig "MOVE-GROW-AND-LEARN"	
	Same tests as 4-yr. olds.	
	2- and 3-year olds	
	Frostig "MOVE-GROW-AND-LEARN"	
	A lot of psychomotor.	
	Psychomotor Developmental Checklist.	

OBJECTIVE: PSYCHOMOTOR NO 3.
AREA: Psychomotor Program
Target Area Kdgn. Classrooms

EXHIBIT: V
LEVEL: Kindergarten
Early Elementary

BEHAVIORAL OBJECTIVE

Kingergarten - early elementary teachers who participated in a psychomotor development clinic at Tank Elementary School during the summer, 1972, will field test behavioralized objectives, activity lists, and evaluations developed for the kindergarten level.

Evaluation of these implements will be through a 1972-73 term process evaluation, with results to finalize in Spring, 1973, with necessary revisions implement psychomotor training as part of the regular kindergarten and/or early elementary curriculum of ESEA, Title I target schools.

OBJECTIVE: PSYCHOMOTOR NO. 3
AREA: Psychomotor Program
Target Area Kdgn. Classrooms

EXHIBIT: V-1
LEVEL: Kdgn.
Early Elem.

CLASSROOM ACTIVITIES	Audio Visual Suggestions by
A. Body Orientation 1. Body part identification 2. Song: "Head, Shoulders, Knees, and Toes" 3. Body part movement 4. Kick a rolling ball 5. Strike with hand, a thrown ball 6. Angels in the snow 7. Rhymthic clapping 8. Echo clapping 9. Busy Bee 10. Silent mirror drill 11. Sleep position 12. Flip flops 13 Rocking 14. Relaxing	To be developed from cooperation between teachers and Audio-Visual graphics specialist as part of the process evaluation.
B. Locomotion & Balance 1. Creep 2. Walk 3. Run 4. Hop 5. Skip 6. Gallop 7. "Trip through the woods" 8. Animal mimics 9. Balance beam 10. Blind beater 11. Duck, duck, goose	
C. Lateral Movement, Rolling & Jumping 1. Log roll 2. Egg roll 3. Forward roll 4. Backward roll 5. Animal mimics 6. Jump rope	
D. Throwing & Catching Ball Skills 1. Rolling & catching 2. Bouncing & catching 3. Throwing & catching 4. Bouncing & catching off a wall 5. Throw, bounce, catch 6. Throw, bounce, clap, catch 7. Throw, bounce, turn, catch 8. Bounce, catch, continuous motion" 9. Dribble, bounce - two hand 10. Dribble bounce - one hand	

OBJECTIVE: PSYCHOMOTOR NO. 3
AREA: Psychomotor Program
Target Area Kdgn. Classrooms

EXHIBIT: V-1 cont.
LEVEL: Kdgn.
Early Elem.

CLASSROOM ACTIVITIES	A-V Suggestions by
D. Throwing & Catching Ball Skills continued	
11. Push ball 12. Call ball 13. Dodge ball	To be developed from cooperation between teachers and A-V graphics specialist as part of the process evaluation.
E. Eye-Hand Coordination	
1. Strike a bouncing ball 2. Strike a thrown ball 3. Throw bean bags at target 4. Squeeze a rubber ball 5. Clay molding 6. Pick up small objects 7. Finger paint 8. Drop clothespin in bottle 9. Cut with scissors 10. Paste 11. Blow up balloon 12. Blow soap bubbles 13. Bowl 14. Stringing beads 15. Button 16. Snap 17. Hook 18. Lace 19. Zip	
F. Programmed Activities	
See 1972 summer workshop activity guide for participating teachers - "Kindergarten Psychomotor Development"	
This was prepared as the 1972-73 guidebook for this pilot project.	

OBJECTIVE: PSYCHOMOTOR NO. 3
AREA: Psychomotor Program
Target Area Kdgn.Classrooms

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM ESEA TITLE I PROJECT # 30-156

EXHIBIT: V
LEVEL: Kdg
Early Elem.

Time Interval: 12 weeks

	Instructional Variable						
	Organization	Content	Method	Facilities	Cost	Evaluation	Commen
5-yr olds	Small group & individually	Improved psycho- & locomotor skills.	Direct practice	Target schools		As below.	
Teacher	Small group Large group unit planning.	Activities: 1) body awareness 2) locomotion 3) balance 4) lateral movement 5) manipulative activities.	Demonstration motivation - repetition - varied activities.	Locomotor & psychomotor equipment Classroom		Developmental perception Motor Rating Survey & Psycho.-Ed. Inven. of Basic Learning Abilities both pre- and poste.	
Administration	Typical matrix UW Ext.	School-Home Program Development.			$201.53	As above.	
Specialists Phs. Ed. Coordinator	One to one. Small group Large group unit planning	Assistance as needed.	Coordinating program.	Target schools psycho. equipmt.	District		
Parents	Family unit.	Activities centered around five units.	Follow through practice at home.	Home materials.	-	Parent contacts	
Community	Small groups.		Demonstration follow-up.	Swimming pools - Recreation programs			

OBJECTIVE: PSYCHOMOTOR NO. 43
AREA: Psychomotor Program
Target Area Kdgn. Classrooms

EXHIBIT: V-3
LEVEL: Kdgn.
Early Elem.

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Teacher	Process evaluation forms, developed during Summer, 1972, will be field tested using initial forms, attached as part of this exhibit. Assessment of motor development survey Checklist of psychomotor skills.	

OBJECTIVE: PSYCHOMOTOR NO. 3
AREA: Psychomotor Program
Target Area Kdgn. Classrooms

EXHIBIT: V-4
LEVEL: Kdgn.
Early Elem.

ABBREV. INT. OF MOTOR DEVELOPMENT SURVEY

Student	Angels in the Snow	Jumping Jacks	Hopping-Alternate feet	Skipping	Comments:

OBJECTIVE: PSYCHOMOTOR NO. 4
AREA: Motor Perceptual Skills in Perceptual Training.

EXHIBIT: M
LEVEL: 1-6

BEHAVIORAL OBJECTIVE

Pupils selected for the ESEA, Title I program who are diagnosed as needing training in the psychomotor area for greater reading achievement will individually improve their individual specific needs in motor and perceptual skills as measured by appropriate checklist(s) to be designed by the Center teachers.

Diagnosis will be by a subjective evaluation tool, and training will follow a systematic checklist of needs.

OBJECTIVE: PROGRAMMATIC NO. 4
AREA: Motor Perceptual Skills in Perceptual Training.

EXHIBIT: M-1
LEVEL: 1-6

CLASSROOM ACTIVITIES	Suggestions-Project A-V Specialist
Environmental sounds, such as: 1. Traffic, neighborhood 2. Tracing with finger 3. Scissor activities 4. Coloring 5. Drawing with finger 6. Jump rope 7. Balls (toss, throw) 8. Walk beam 9. Threading 10. Finger paint 11. Rhyme pattern exercise 12. Copy designs 13. Cuisenaire rod counting	Develop designs of shapes.
Motor Coordination activities: 1. Skipping, hopping, climbing 2. Crawling, ball handling 3. Mess walking 4. Chalkboard activities 5.	
Coordination activities: 1. Tiptoe 2. Simon says 3. Angel in the Snow 4. Puzzles 5. Making clay, sand, playdough 6. Sandpaper letters, felt letters 7. Dressing self (Primary children) 8. Use of manipulative materials 9. Use of Craig Reader 10. Visual discrimination worksheets 11. Making peg board designs 12. Use of records (chicken fat) 13. Music and rhythm exercises 14. Finger plays 15. Left & Right activities 16. Distinguishing between: hardness, softness, smoothness, roughness. 17. Neighborhood walks to identify smells, smelling games.	Make different size and color letters.

[illegible] PERFORMANCE NO. [illegible]
AREA: Motor Perceptual Skills
in Perceptual Training.

[illegible]: [illegible]
LEVEL: [illegible]

The following are available for use in the Centers:

Subjective analysis of Motor-Visual Preference

Lowell Hand-Eye Coordinator Tests

Machine, Controlled, Reader Exercises
(Eye, left to right)

Machine, Speed-i-o-scope
(Eye muscle & concentration)

Kinesthetic
(Finger tracing of masses)

Telebinocular

OBJECTIVE: PERCEPTUAL NO. 4
AREA: Motor Perceptual Skills in Perceptual Training.

[illegible]
[illegible]

[illegible] PUBLIC SCHOOL MONITORING SYSTEM [illegible], TITLE I, Project # [illegible]
Time Interval: [illegible] weeks

	Instructional Variable						
	Organization	Content	Method	Facilities	Cost	Evaluation	Comment
Student	3-5 per week Small group 1-5 for 20-30 minutes.	Activities to improve motor skills. Vision & auditory percep. skills.	Physical activities.			As below.	
Teacher	Tchr to 1-5 students. Calendar-type or unit plan book to assure coord. of objects.	Planning according to needs of students using above activities.	Instructing & supervising above activities.	See various natls & activities in Center. Exh. ___		Tchr observation, assessment of motor development.	
Administrator, Federal & otherwise.		Consultantion.					
Educational Specialist.	IMC - Specialist - Child Study.	Design - Consult Consultation Diagnosis, Evaluation	Develop materials as required by test or evaluation.			Teacher approved Form 8206 & To be determined by Child Study Dept.	
Family		The teacher & parent consultation & conferences.					
Community							

OBJECTIVE: PSYCHOMOTOR NO. 4
AREA: Motor Perceptual Skills in Perceptual Training.

EXHIBIT: H-4
LEVEL: 4-12 (OLC & Clinic)

CLASSROOM & CLINIC ACTIVITIES	SUGGESTIONS-PROJECT A-V SPECIALIST
Secondary	
Controlled Reader L--R Craig Reader Speed-i-o-scope eye muscle exercise (concentration)	1. Inservice training to teachers and pupils in care and use of projected reading machines and materials. Emphasize, to students, individual responsibility.
Clinic	
Rheem-Califone Lab Tapes Kinesthetic Eye-Hand Auditory Perception (as demonstrated by Leavell Pre- and Post-)	2. Graphics specialist will assist in preparation on maze symbols.

OBJECTIVE: PSYCHOMOTOR NO. 4
AREA: Motor Perceptual Skills in Perceptual Training.

GREEN BAY PUBLIC SCHOOL MONITORING SYSTEM ESEA TITLE I PROJECT # 30-154
Time Interval: 12 weeks

EXHIBIT: M-6
LEVEL: 4-12
OEC & Clinic

	INSTRUCTIONAL VARIABLE						
	Organization	Content	Method	Facilities	Cost	Evaluation	Comment
Student	Small group Individual	Activities to improve motor skills.	Motivationare-petition varied activities.			As below.	
Teacher	1-1 basis, 1-5 basis, 30 min. 3-5 times/wk. Calendar-type plan to allow coord. of obj.	Same as above.	As above, plus ILI	Controlled Ed. Tachistoscope device. Kinesthetic device.	Title I	T/Observation Levell Hand-Eye Coord. Test.	
Administrator, Federal & otherwise.							
Educational Specialist	Child Study	Evaluation diagnosis.	Determination of handicap beyond Title I	Child Study	District	As determined by Child Study.	
Family		Improved ability to sustain motor skills of reading readiness.	Motivation.	Allow use of Title I devices & mtls. at home.			
Community							

OBJECTIVE: PSYCHOMOTOR NO. 4
AREA: Motor Perceptual Skills
in Perceptual Training.

EXHIBIT: M-6
LEVEL: 4-12
CLE & Clinic

DIRECTORY- EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Teacher	Leavell Hand-Eye Coordination Test.	

LEAVELL HAND-EYE COORDINATOR TESTS

Section F -- Visual Imagery, Moving Objects. Have the subject draw the five objects designated. As indicated above (Section D), when the subject has completed each symbol, indicate with an arrow the direction in which the initial stroke was made.

To Score Section F. There will be two points scored to each drawing. However, where two wheels are shown, instead of assigning a point for the "significant or beginning points," the wheel to the left is to be the important indication of L -- R significance. Regardless of whether the wheel is drawn clockwise or counterclockwise, if the wheel to the left is the first one drawn, this indicates one point in the L -- R score. The other point relates to the initial stroke.

When all scores have been tabulated, add the column of numbers and secure total for right hand-foot or right-eye responses.

Interpretation and Implications

If the total score of a right-handed person is thirty-two or less, then the subject may be considered to be a confused subject and should benefit from the Leavell Language-Development Service exercises.

In the case of subjects with consistent left-side coordination (hand and eye expression) and where there is, nevertheless, grave retardation in one or more of the language arts, particularly if accompanied by functional speech deficiencies, the employment of the Leavell Language-Development Service has been found to be beneficial in the correction of deficiency in these language arts skills.

To Score Section D. Pages II and III. To score the test, first count the number of initial strokes made in a left-to-right direction. Count next the number of objects with the significant or beginning point (as, the point of the knife blade, the head of the arrow, the bowl of the spoon, the head of the hammer, and the point of the scissors) drawn at the left end of the configuration. Add the number of initial left-to-right strokes to the number of objects with the beginning point at the left, and place that total on the scoreboard. No score for right-to-left initial strokes.

OBJECTIVE: PSYCHOMOTOR NO. 4
AREA: Motor Perceptual Skills in Perceptual Training.

EXHIBIT: M-7
LEVEL: 4-6 & clinic
Our Lady of Charity (secondary)

LEAVELL HAND-EYE COORDINATOR TESTS

INSTRUCTIONS FOR ADMINISTERING TESTS IN SECTIONS A, B, C, D, E, AND F.

Section A --Hand-Foot Preference Tests. The five tests in this section involve indications by the subject of the preferred hand and foot.

Test 1. Ask the subject, "Which is your right hand?" Indicate in the space on that paper whether the subject has given the correct response.

Test 2. Ask the subject to pick up a pencil and indicate the hand with which he writes. Record on the test sheet the response by using an R if the right hand was used.

Test 3. Ask the subject to indicate with his forefinger and the pencil that he has just used how he would sharpen the pencil, using the forefinger as he would a knife. Record an R if the right finger was used.

Test 4. Ask the subject to stand on the floor and hop across the room on one foot. Record the response with an R if he hopped on the right foot.

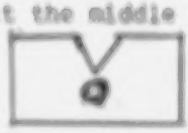
Test 5. Ask the subject to indicate with which foot he would kick a football, by imitating this activity. Note with an R if the response indicated the right foot as preferred.

To Score Section A. On the scoreboard indicate only the total number of "right" choices under this hand-foot preference test. No score for "left" choices.

Section B -- Eye-Ear Preference Tests.

Test 1. Use a desk blotter or a manila folder lengthwise to construct a tube from 15" - 20" long and with an aperture 1" in diameter. Ask the subject to hold this tube in both hands and look through the hole with one eye at a pencil held in front of the examiner's face, when 12 or more feet removed from subject. Record response with an R in terms of right-eye preference.

Test 2. Cut a hole one-half inch in diameter in the center of a manila folder with a V-shaped cutout at the middle of one side as illustrated.



Have the subject hold this card with both hands at arm's length and, when 12 ft. or more away from examiner, pull the card to the preferred eye in order to look through the hole at a pointed object, such as a pencil, held in front of the examiner. Note whether the right or left eye is used. Record the response with an R if the right eye was used.

Test 3. With a manila folder or desk-blotter material construct a flattened funnel or, manoptoscope, as illustrated here.

(Right) Hand - Eye Coordination Items

It should be at least 20 inches long with the aperture at the small end of the funnel no larger than one inch in diameter. Have the subject hold the large end of the funnel to his head over both eyes and look through the small end at a pointed object 12 ft. away, held in front of the examiner. Note the eye employed in sighting the object and record R if the right eye is used.

Test 4. Have the subject make a ring with the forefinger and thumb of each hand, overlapping the two rings. Direct him to pull the rings to the head and with one eye look through the same at a pointed object in front of the examiner while standing 12 ft. away. Note and indicate with an R if the preferred eye in this function was the right eye.

Test 5. Have the subject pick up a watch or an interval timer and put it to his ear. Note and record with an R if the preferred ear was the right ear.

To Score Section B. Indicate only the total score of right-eye and right-ear preferences. No score for "left" choices.

Section C -- Hand Dexterity Preference Test. With a watch or an interval timer with a second hand, note the number of squares that the subject can mark with an X in 30 seconds, using first one hand and then the other. The hand with which the subject makes more X's is considered the preferred, or dominant, hand.

To Score Section C. If the larger number of squares was marked with the right hand, indicate with a score of five the right hand as the preferred hand function in the X cross-out test. No score for left superiority.

Section D. -- Visual Imagery, Pointed Objects. Have the subject draw the five pointed objects indicated under "Objects To Be Drawn;" direct the child to draw the design in a horizontal fashion rather than in a vertical pattern. If necessary this direction should be repeated for any design which the child initiates in a vertical pattern. While the subject designs the first object (a knife), note the direction in which the first dominant strokes are made. When the subject has completed the design, indicate with a pencil the direction in which these initial strokes were made. Follow the same procedure in having the subject draw each of the five symbols. For scoring, see Page 3.

Section E -- Visual Imagery, Incomplete Objects. Have the subject complete the five symbols on this test sheet. After the subject has drawn the sail on the mast and the handle on the cup, note the side on which the subject first draws the limbs on the tree, the bottom of the piggy bank, and the top of the ice-cream cone. Indicate with an arrow in each case the side of the configuration from which the first dominant stroke was made.

To Score Section E. To score the test, note whether the subject has drawn (1) the sail at the right side of the mast; (2) the handle at the right side of the cup, has drawn (3) the limbs of the tree first on the right of the tree trunk and (4) has completed the bank and (5) the ice-cream cone by drawing left to right. For each one so drawn record a score of 1 for "right" on the scoreboard for this test. No score for "left".

OBJECTIVE: PSYCHOMOTOR NO. 5
AREA: Dexterity Skills,
Instrumental Music

EXHIBIT: X
LEVEL: 4-6

BEHAVIORAL OBJECTIVE

AREA. TITLE I, children in each of two types of instrumental music programs shall extend the duration of time they sustain musical dexterity as demonstrated by fully coordinated playing of at least two appropriate compositions selected by their music teacher.

Final evaluation will include the demonstrated performances as observed by their music teachers. But continuous evaluation will note decreasing frequency of pupil errors, as also observed by the music teacher, and also by teacher-made charts of pupil progress during the period of training.

OBJECTIVE: PSYCHOMOTOR NO. 5
AREA: Dexterity Skills Instrumental Music

EXHIBIT: X-1
LEVEL: 4-6

CLASSROOM ACTIVITIES	SUGGESTIONS-PROJECT A-V SPECIALIST
Dexterity Skills to be learned in instrumental music study will include coordination of the following, by each pupil: Foot Ear Posture Hand Eye Tongue Breathing Apparatus	Video-tape playback, including audio-- using project video-tape facility.

OBJECTIVE: PSYCHOMOTOR NO. 5
AREA: Dexterity Skills,
Instrumental music;
Symphonettes.

EXHIBIT:
LEVEL: 4-

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA, TITLE I, PROJECT # 30-156
Time Interval: 12 wks

	Instructional Variable						
	Organization	Content	Method	Facilities	Cost	Evaluation	Comments
Student	Scheduled appearance for instr.	Symphonette practice scales, sheet music, instr. books.	S-S (tape recorder) directed practice to performance.	Symphonette, instrument, tape recorder.		Tape recorder auditions.	
Teacher						Teacher appraised of pupil change of self-concept.	
Administrator--Federal & otherwise.	Schedule practices.		Coordinate teacher efforts.				
Educational Specialist	T-Group & T-P, Class,	As above.	T-P, demonstration P-P, P-Group performances.	Music room, music stands, gym, symphonettes.		Tchr-rated performance scale.	
Family	Practice area at home.			Practice area.		Parent questionnaires.	
Community			Civic group performance opportunities.				

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA-TITLE I, PROJECT 30-156 EXHIBIT: X-3
LEVEL: 4-6

Objective: Psychomotor #5 Time Interval: 12 weeks
Area: Dexterity Skills, Instrumental
Music; Symphonettes

	Instructional Variable						
	Organization	Content	Method	Facilities	Cost	Evaluation	Comment
Student	Scheduled appearance for instr.	Symphonette practice scales sheet music, instr. books.	S-S(tape recorder)directed practice to performance.	Symphonette, instrument, tape recorder		Tape recorder auditions	
Tchr.						Teacher appraised of pupil change of self-concept.	
Administrator--Fed.& otherwise	Schedule practices.		Coordinate teacher efforts.				
Educational Spec.	T-P, Class, T-Group	As above.	T-P, demonstration P-P, P-Group performances.	Music rm., music stands, gym, Symphonettes		Tchr-rated performance scale.	
Family	Practice area at home.			Practice area.		Parent Questionnaires.	
Community			Civic group performance opportunities.				

OBJECTIVE: PSYCHOMOTOR NO. 5
AREA: Dexterity Skills

EXHIBIT: X-4
LEVEL: 4-6

DIRECTORY-EVALUATIVE INSTRUMENTS
ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Teacher	Pupil psychomotor dexterity skills - music. LeBlanc Music Talent Quiz.	

OBJECTIVE: [illegible] No. 5
AREA: Dexterity Skills, Instrumental Music

EXHIBIT: X-5
LEVEL: 4-6

PUPIL PSYCHO-MOTOR DEXTERITY SKILLS-MUSIC

OBSERVABLE BEHAVIORS	RATING SCALE					
	0	1	2	3	4	5
1. Plays with musical dexterity						
2. Has skill coordination of : foot, hand, ear, eye, posture						
3. Displays seeing and listening skill						
4. Can sequence physical operations necessary to carry out a musical procedure						

OBJECTIVE: Psychomotor No. 5
AREA: Dexterity Skills, Instrumental Music, 4-6

EXHIBIT: X - 6
LEVEL: 4 - 6

LEBLANC MUSIC TALENT QUIZ

INSTRUCTOR'S CARD

Student's Name _____ Date _____

Parents' Name _____

Address _____ Phone _____

School _____ Grade _____ Age _____

What instruments do you have in your home? _____

I would like to play _____ (1st choice) _____ (2nd choice)

Test Score: _____

MEMORANDUM FOR USE OF INSTRUCTOR.

Physical Characteristics:

Lips _____ Teeth _____

Hands _____ Other _____

Instrument Recommended: _____

LEBLANC MUSIC TALENT QUIZ

Draw a Heavy Line Through The Correct Answer - High or Low, Same or Different

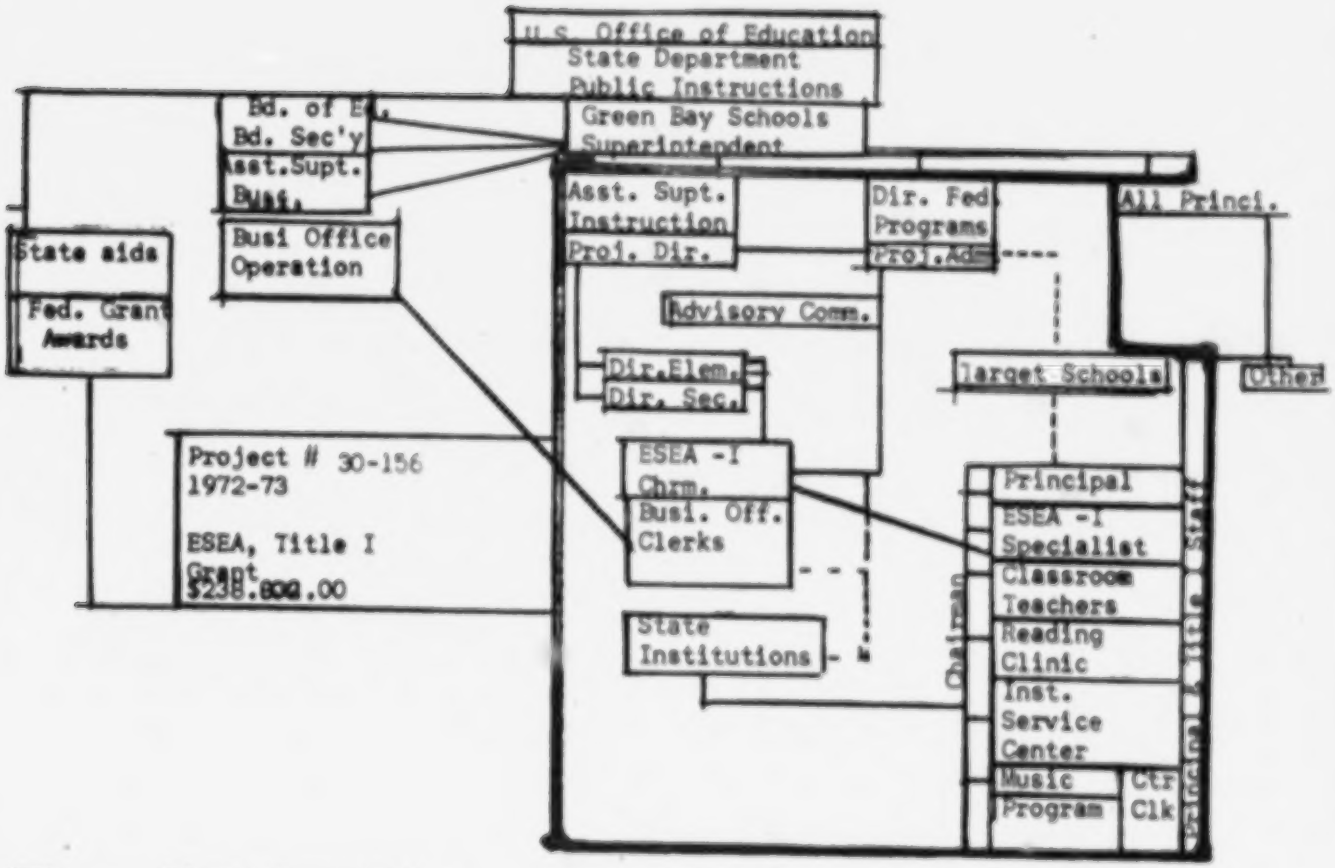
											Score
Section A	Examp. Same	A - 1 Same Diff.	A - 2 Same Diff.	A-3 Same Diff.	A-4 Same Diff.	A-5 Same Diff.	A-6 Same Diff.				
Section B	Diff.	B-1 Same Diff.	B-2 Same Diff.	B-3 Same Diff.	B-4 Same Diff.	B-5 Same Diff.	B-6 Same Diff.	B-7 Same Diff.	B-8 Same Diff.		
Section C	Same	C-1 Same Diff.	C-2 Same Diff.	C-3 Same Diff.	C-4 Same Diff.	C-5 Same Diff.	C-6 Same Diff.	C-7 Same Diff.	C-8 Same Diff.	C-9 Same Diff.	
Section D	Diff.	D-1 Same Diff.	D-2 Same Diff.	D-3 Same Diff.	D-4 Same Diff.	D-5 Same Diff.	D-6 Same Diff.	D-7 Same Diff.	D-8 Same Diff.	D-9 Same Diff.	
Section E	Low	E-1 High Low	E-2 High Low	E-3 High Low	E-4 High Low	E-5 High Low	E-6 High Low	E-7 High Low	E-8 High Low	E-9 High Low	
Section F		F-1 High Low	F-2 High Low	F-3 High Low	F-4 High Low	F-5 High Low	F-6 High Low	F-7 High Low	F-8 High Low	F-9 High Low	

The Talent Quiz is easy to score. Mark each mistake with a big X - then count the number of mistakes, multiply by 2 and subtract the total from 100, to obtain your score. 100 is, of course, a perfect score.

Score Total

4. Staff

A. Chart of District --ESEA, Title I Project Staff Relationships



KEY: ___ Direct Communication

--- Indirect communication

▬ Indicates Project staff

B. DEFINITIONS OF ROLE RESPONSIBILITIES AMONG PROJECT AND DISTRICT STAFF MEMBERS

SUPERINTENDENT

POSITION RESPONSIBILITIES

Attends all meetings of the Board and its committees (except when the superintendent's election, tenure, or salary are being considered), and advises the Board on matters of school policy and administration.

Prepares an agenda for each meeting of the Board, along with related and appropriate informative materials.

Recommends the appointment, assignment and transfer of all employees according to the needs of the district.

Recommends for suspension or discharge any employees whose services are so unsatisfactory as to warrant such action.

Recommends, textbooks and all other supplies and equipment needed for activities of the schools or other agencies under the control of the Board.

Recommends the content of each course of study authorized by the Board of Education.

Provides direction for the assessment of all district instructional programs.

Determines the Boundaries of school attendance areas, subject to approval of the Board.

Is responsible for the general operation and maintenance of school facilities and equipment, and the purchase, storage, distribution, and inventory of all supplies.

Submits and justifies the Board, for approval, an annual budget request showing in detail the amount of funds necessary to provide for estimated needs during the coming year.

Controls all purchases and expenditures within limitations of the budget as approved by the Board.

Provides periodic reports to the Board so the members may be informed of the status of all major functions of the district's operation, and how their policies are being implemented.

Keeps the Board informed as to school building needs, and recommends such actions as are necessary to meet those needs.

Implements decisions of the Board to carry out all school building needs.

Guides the development of systems and procedures within the district to insure legal, effective, efficient, and economical operation.

Is responsible for the evaluation of personnel who report directly tothe Superintendent.

Prepares, for the approval of the Board, and by laws, rules, and regulations needed for the direction and control of the schools.

B-CONTINUED

SUPERINTENDENT

Plans for the professional growth of all employees.

Prepares and submits to the Board for approval, a plan for interpreting the educational program to the public, and directs such procedures as may then be authorized.

Is responsible for the development of suitable plans in all major areas of the school program, to achieve the objectives of the district.

Keeps the Board informed of the school district's progress toward achieving its goals and objectives.

Represents the Board, as directed, at various district, community, state or national functions.

Performs other duties as directed by the Board of Education.

B-JOB TITLE

POSITION TITLE — ASSISTANT SUPERINTENDENT - INSTRUCTION (ESEA - TITLE I PROJECT DIRECTOR)

BASIC FUNCTION

Is responsible for providing leadership, direction, implementation and coordination of the educational program and personnel of the district under the direction of the Superintendent of Schools and in accordance with the philosophy, objectives of the Board of Education and in accordance with the statutes of the state of Wisconsin.

GENERAL CHARACTERISTICS

Recruited by	Superintendent of Schools
Appointed by	Board of Education
Term of appointment	One Year

WORKING RELATIONSHIPS

Reports to	Superintendent of Schools
Staff relationships	Superintendent of Schools Assistant Superintendent -Business Director - Personnel Director - Research and Development Director - Public Information Director - Federal Programs All other Administrative Staff Members
Supervises	Director - Secondary Education Director - Elementary Education Director - Special Education, Child Study Supervisors K-12 Director - Instructional Media Directors - Titled Federal Programs

SPECIAL QUALIFICATIONS OF THE POSITION

Required experience or training
Must be able to be certified as an Assistant Superintendent in the state of Wisconsin: a minimum of threeyears experience in a school administrative position, experience as an instructional supervisor or principal at both elementary and secondary levels.

Desired experience or training
An earned doctorate with special emphasis upon curriculum.

ASSISTANT SUPERINTENDENT - INSTRUCTION
(ESEA - TITLE I PROJECT DIRECTOR)

Special requirements of the position
Strong academic background; capacity to work effectively with others and to motivate others to excel in fulfilling their responsibilities; broad knowledge of curriculum and its relationships to other instructional responsibilities of the instruction department; initiative, imagination, and courage in planning and implementing the educational program and in solving problems; ability in public speaking and effective writing.

Types of activities performed frequently
Directing long- and short-range planning and implementation of the educational problem of the district; working with the Superintendent and Administrative Officers in coordinating all major functions of school operations; evaluating all functions of the instruction department and compiling instructional reports of the department for presntation to the Board and the public; attending professional meetings

POSITION RESPONSIBILITIES

Serves on the Superintendent's Administrative Council.

Recommends the instructional budget requests to the Assistant Superintendent-Business Affairs.

Directs the development of the planning of the educational program.

Is responsible for the orientation and evaluation of instructional personnel, and assists in the evaluation of classified personnel.

Provides direction for the evaluation of the district instructional program.

Keeps the Superintendent advised of all instructional services, and promptly informs the Superintendent of all major problems.

Develops effect organization for all functions of the instruction department.

Directs the development of educational specifications for new facilities.

Cooperates with other administrative personnel in providing an effective and efficient educational program.

Assists the Superintendent in advising the Board of Education about the educational program.

Makes recommendations through the Director-Personnel in the selection, assignment and transfer of instructional personnel to the Superintendent.

Recommends to the Superintendent textbooks, supplies, and equipment needed for the instructional program of the district.

Makes recommendations regarding school boundaries, pupil accounting, and pupil assignment to the Superintndent.

Develops regular, periodic reports for the staff ad Superintendent of School.

B-CONTINUED

ASSISTANT SUPERINTENDENT - INSTRUCTION

Coordinates the student teaching and volunteer programs.

Serves as chairman of the Instructional Council.

Serves as secretary to the Education Committee of the Board.

Attends meetings of the Board of Education at the direction of the Superintendent, on matters of the instruction department.

Performs other duties as directed by the Superintendent of schools

Serves as Project Director, ESEA -Title I.

B-CONTINUED

DIRECTOR - FEDERAL PROGRAMS
(E.S.E.A -TITLE I ADMINISTRATOR)

Type of activities performed frequently
Long and short range planning of programs that will benefit the district; supervising federal programs; developing in writing programs to fit district needs; evaluating federal programs.

POSITION RESPONSIBILITIES

Directs the Title I Program under the supervision of the AssistantSuperintendent-Instruction.

Plans and writes federal programs appropriate to district needs.

Identifies federal funds and programs for which the district would be eligible, coordinates on-going federal programs.

Maintains fiscal calendar for all federal programs for necessary reports and due dates on federal program.

Compiles necessary data for reports and/or continuation applications including budget requests.

Prepares periodic reports for the Superintendent of Schools and/or appropriate staff.

Disseminate information on federal programs within and without the school district.

Is responsible for E.S.E.A. Title I accounts and accounting procedures.

Serves as district liaison with state,federal, and legislative offices as concerns federal projects.

Evaluates federal programs.

Provides assistance and guidance to those wishing to initiate a federal program.

In accordance with business procedures established by the Assistant Superintendent-Business, directs procurment of supplies,equipment, salaries, etc, for those federal programs for which he is directly responsible.

Serves as a member of the Instructional Council.

Performs other duties as directed by the Superintendent of School.

BASIC FUNCTION

Plans, directs, coordinates, evaluates federal programs-both in initiating and continuing them, under the direction of the Superintendent of Schools in accordance with philosophy, objectives and policies of the Board of Education.

B-CONTINUED

POSITION TITLE — DIRECTOR - FEDERAL PROGRAMS

BASIC FUNCTION

Plans, directs, coordinates, evaluates federalprograms - both in initiating and continuing them,under the direction of the Superintendent of Schools in accordance with the philosophy, objectives and policies of the Board of Education.

GENERAL CHARACTERISTICS

Recruited by	Superintendent of Schools
Appointed by	Board of Education
Term of Appointment	One Year

WORKING RELATIONSHIPS

Reports to	Superintendent of Schools
Staff relationships	Superintendent of Schools Assistant Superintendent -Instruction Assistant Superintendent -Business All other Central Office Staff Elementary - Secondary Principals
Supervises	Title I Project Staff

SPECIAL QUALIFICATIONS OF THE POSITION

Required experience or training
Bachelors Degree; knowledge of school programs and administrative experience; experience in fiscal control and management; ability to creatively interpret educational programs in writing.

Desired experience or training
Masters Degree; successful teaching and administrative (education) experience; a functional knowledge of the political arena.

Special requirements of the position
Ability to organize effectively, to gather ad analyze data, to effectuate continuation applications of ongoing federal programs, and to initiate and guide staff members in the creation of new programs.

B-CONTINUED

POSITION TITLE — CHAIRMAN, ESEA TITLE I

BASIC FUNCTION

Is responsible to coordinate the curriculum objectives of ESEA-Title I and administrative details of each project.

GENERAL CHARACTERISTICS

Recruited by	Director of Personnel
Appointed by	Assistant Superintendent for Instruction
Term of Appointment	One Year

WORKING RELATIONSHIPS

Reports to	Director of Federal Programs (Administration of Title I) Director of Elementary & Secondary (Curricular Aspects of Title I)
Staff Relationships	Assistant Superintendent-Instruction Principals of Target Schools Director of Child Study Central Office Staff
Supervises	Remedial Reading Clinic and Target School Project Staff

SPECIAL QUALIFICATIONS OF THE POSITION

Possesses minimum of MA Degree; holds Wisconsin Certification as Reading Specialist; can perform reading diagnostic work forproject; knowledgable about ESEA-Title I compensatory programs;able to coordinate efforts of highly skilled staff in all areas of project objectives; possesses professional insights into area-wide needs assessments; has working knowledge of evaluative techniques.

B-CONTINUED

POSITION TITLE

DIRECTOR-ELEMENTARY EDUCATION
(Channel For ESEA-TitleI Elementary projects within District)

BASIC FUNCTION

Is responsible for administering an effective program of elementary education under the leadership of the Assistant Superintendent- Instruction in accordance with the philosophy, objectives, and policies of the Board of Education.

GENERAL CHARACTERISTICS

Recruited by	Superintendent of Schools
Appointed by	Board of Education
Term of appointment	One Year

Working Relationships

Reports To	Assistant Superintendent - Instruction
Staff relationships	Superintendent of Schools Assistant Superintendent -Business Affairs All other Central Office Administrative and Supervisory Staff Members
Supervises	Elementary School Principals Supervisor-Elementary

SPECIAL QUALIFICATIONS OF THE POSITIONS

Required experience or training
Must be able to be certified as a Director of Instruction in the state of Wisconsin; a minimum of three years experience as an elementary school principal.

Required experience or training
Experience as an elementary school supervisor; doctorate in elementary education.

Special requirements of the position
Strong leadership ability, ability to work effectively with others, broad knowledge of elementary school curriculum, good public speaking and writing abilities, creative approach to problem-solving, ability to make major decisions.

Types of activities performed frequently
Long-and short-range planning of elementary educational programs;evaluation of programs and personnel; supervision of principals and staff personnel; speaking to groups; working with committees; supervising elementary schools in the district; attending professional meetings.

B-CONTINUED

POSITION RESPONSIBILITIES

Directs the district's programs of elementary education.

Provides leadership and direction to elementary school principals.

Provides leadership in the development of curriculum and instruction in the elementary schools to assure a sound and effective educational program.

Guides the development of systems and procedures in conducting and evaluating the elementary school program.

Is responsible for procuring and evaluating data pertaining to finances from the individual building principals and compiling the data into an elementary school budget request.

Advises the Assistant Superintendent-Instruction of all major developments in the elementary school programs, and promptly informs him of all major problems.

Coordinates work and activities of elementary principals and staff personnel including in-service programs.

Serves on the Instructional Council.

Provides instructional data compiled from principals and other sources.

Annually approves the assignment or transfer of teachers and the scheduling of classes.

Through building principals, directs the evaluation of elementary school personnel and the evaluation of classified personnel.

Makes visitations to schools and classrooms and, when appropriate, follows up visitations with written appraisals.

Recommends personnel to the Director-Personnel for placement in the elementary schools.

Within the procedure established by the Assistant Superintendent-Business Affairs approves requisitions related to elementary education expenditures.

Coordinates with the Assistant Superintendent-Instruction in establishing prodedures for the selection of elementary school textbooks and other instructional materials.

Requires annual and other written reports (where warranted) from allelementary school principals. Directs elementary councils, principals and curriculum committee structures.

Directs the following-curriculum councils, committees and the elementary principals council.

At the direction of the Assistant Superintendent-Instruction,works with other administrative officers in formulation of a school calendar to be recommended to the Superintendent of Schools

B-CONTINUED

[illegible] - ELEMENTARY EDUCATION

[illegible] IBILITIES

Through the Assistant Superintendent-Instruction advises the Superintendent and the Board about elementary school programs and developments.

Develops regular, periodic elementary school reports for the staff and Assistant Superintendent-Instruction.

Works with the Director of Buildings and Grounds in providing functional school facilities.

Performs other duties assigned by the Assistant Superintendent-Instruction or the Superintendent of Schools.

POSITION

OFFICIAL TITLE

DIRECTOR -SECONDARY EDUCATION
(CHANNEL FORESEA-TITLE I SECONDARY PROJECTS WITHIN DISTRICT)

BASIC FUNCTION

Is responsible for administering an effective program of secondary education for the district under the leadership of the Assistant Superintendent-Instruction and in accordance with the philosophy, objectives and policies of the Board of Education.

GENERAL CHARACTERISTICS

Recruited by	Superintendent of Schools
Appointed by	Board of Education
Term of appointment	One Year

WORKING RELATIONSHIPS

Reports to	Assistant Superintendent-Instruction
Staff relationships	Superintendent of Schools Assistant Superintendent-Instruction Assistant Superintendent-Business Affairs All other Central Office Administrative and Supervisory Staff Members
Supervises	Secondary Principals Local Vocational Education Coordinator (L.V.E.C.)

SPECIAL QUALIFICATIONS OF THE POSITION

Required experience or training
Must be able to be certified as a Director of Instruction in the state of Wisconsin; a minimum of three years' experience as a secondary school administrator.

Desired experience or training
Successful secondary school teaching experience; five year's experience as a secondary school principal; doctoral-level work in secondary education.

Special requirements of the position
Strong leadership ability, capacity to work effectively with others, broad knowledge of secondary school curriculum, good speaking and writing abilities, creative approach to problem solving, and ability to make major decisions.

Types of activities performed frequently
Long-and short-range planning of secondary education; supervisions of principals, L.V.E.C.; speaking to groups, working with committees; supervising secondary schools in the district; attending professional meetings

B-CONTINUED

DIRECTOR-SECONDARY EDUCATION

POSITION RESPONSIBILITIES

Directs the district's programs of secondary education.

Provides leadership in the development and revision of curriculum and instructional programs in the secondary schools;

Approves the assignment of teachers and the master scheduling of classes.

Is responsible for procuring and evaluating data into a secondary school budget request.

Is responsible for evaluating secondary school personnel and assists in evaluating classified personnel.

Provides leadership and direction to Secondary School Principals, and the I.V.H.C.

Directs the development of systems and procedures in conducting and evaluating the secondary school program.

Directs the meetings of the Secondary School Principals.

Directs Secondary School Principals to submit annual written reports

Directs the Secondary Curriculum Council.

Within theprocedure established by the Assistant Superintendent-Business Affairs, approves requisitions related to secondary school expenditures.

Advises the Assistant Superintendent-Instruction of all major devlopments in the secondary school program, and promptly informs him of all major problems

Assists the Assistant Superintendent-Instruction and administrative personnel of the division of instruction in providing a sound and effective educational program.

Provides regular, periodic secondary school reports for the Assistant Superintendent-Instruction.

Recommends faculty and staff needs of the secondary schools.

Coordinates work of secondary school principals and staff rescource personnel - including in-service programs.

Recommends with the Director-Building and Grounds in providing functional school facilities.

Recommends the development of instructional programs which reflect K-12 correlation.

At the direction of the Assistant Superintendent-Instruction, assists in the formulation of a school calendar to be recommended to the Superintendent of Schools.

E-CONTINUED

DIRECTOR-SECONDARY EDUCATION

Coordinates all secondary school activities at policy level such as inter-scholastic athletics, forensics, debate, intramurals,etc.

Provides leadership in secondary education on the Instructional Council.

Assists the Assistant Superintendent-Instruction in advising the Board of Education of matters concerning secondary school progrmas and developments.

Recommends to the Assistant Superintendent-Instruction, the selection of secondary school textbooks and other instructional materials.

Recommends with the Director-Child Study, the staffing of the Child Study Department within the secondary schools.

Performs other duties as assigned by the Assistant Superintendent-Instruction or the Superintendent of Schools.

B-CONTINUED

POSITION TITLE	ELEMENTARY PRINCIPAL (IMMEDIATE SUPERVISOR OF ESEA-TITLE I PROGRAMS WITHIN HIS TARGET SCHOOL)

BASIC FUNCTION

Administers the elementary school according to the philosophy, objectives and policies of the Board of Education under the supervision of the Director-Elementary Education. Provides educational leadership to both faculty and pupils and inspires them to contribute their best efforts.

GENERAL CHARACTERISTICS

Recurited by	Superintendent of Schools
Appointed by	Board of Education
Term of appointment	One Year

WORKING RELATIONSHIPS

Reports to	Director-Elementary Education Director-Special Education, Child Study (where appropriate)
STAFF relationships	Superintendent of Schools Assistant Superintendent-Instruction Assistant Superintendent-Business Affairs Director-Personnel Director-Special Education, Child Study Director-Research and Development All other Administrative Personnel
Supervises	Building Staff

SPECIAL QUALIFICATIONS OF THE POSITION

Required experience or training
Must be able to be certified as an elementay school principal in the stateof Wisconsin.

Desired experience or training
Successful experience as an elementary school principal; experience as an assistnat elementary school principal; advanced graduate work beyond the master's degree and/or evidence of continued professional advancement(institutes, workshops, unique teaching experiences, etc.)

Special requirements of the position
Strong leadership ability; ability to workd effectively with groups and individuals; broad knowldge of elementary school curriculum; good speaking and writing abilities; creative and imaginative approach to problems; ability to make sound decisions and withstand pressures.

B-CONTINUED

ELEMENTARY PRINCIPAL

Types of activities performed frequently

Short-term and long-range planning; speacking to groups; working with committees and groups of teachers; meeting with parents; supervising school activities; supervising instruction, providing guidance to pupils,parents, etc., attending professional meetings.

POSITION RESPONSIBILITIES

Is responsible for the efficient administration of the school.

Provides leadership and support to the teaching staff.

Visits classes to observe, assist and document the work of teachers and follows all formal observations or visitations with written reports to be given to the teachers.

Evaluates and makes recommendations on the performances of the teachers, co-curricular advisors, unit leaders and other classified personnel.

Maintains effective communication with teachers, pupils and parents.

Maintains discipline in the elementary school and at all school functions.

Recommends teachers for re-employment.

Designs the master scheduling of classes with the approval of the Director-Elementary Education.

Develops in-service programs with staff members.

Is responsible for regular meetings of the faculty.

Works closely with pupil services personnel and community agencies in guidance and counseling.

Initiates programs, activities and events, original or innovative in nature. Programs, activities and events having district implications should be approved by the Director-Elementary Education.

Directs the utilization of facilities.

Develops the official calendar of school sponsored events.

Approves and recommends to the Director-Elementary Education the Assignment or transfer of teachers and classified personnel.

Intervies ad makes final selection of prospective of his certified staff, whenever possible.

Submits annual report to the Director-Elementary Education which sets forth short-term and long-term plans for the school.

Serves as coordinator for one curriculum or instruction committee, as assigned.

B-CONTINUED

ELEMENTARY PRINCIPAL

Reports all students suspensions to the Director-Elementary Education.

Through the Director-Elemetary Education, is responsible for improving articulation of the educational program with the secondary schools.

Within the procedures approved by the Assistant Superintendent-Business Affairs, directs all school business affairs.

Directs pupil accounting procedures.

Prepares an elemtary school budget request for those buildings for which he is responsible for submission to the Director-Elementary Education.

Performs other duties as assigned by the Director-Elemtary Education or the Superintendent of Schools.

B-CONTINUED

POSITION TITLE

SECONDARY SCHOOL PRINCIPALS
(SENIOR HIGH-JUNIOR HIGH)
(IMMEDIATE SUPERVISOR OF YOUTH TUTORING YOUTH OR ADULT VOLUNTEER TUTORING PROGRAMS WITHIN HIS SCHOOL)

BASIC FUNCTION

Administers the senior high school according to the philosophy objectives and policies of the Board of Education under the supervision of the Director-Secondary Education. Provides educational leadership to both faculty and students, and inspires them to contribute their best efforts.

GENERAL CHARACTERISTICS

Recruited by	Superintendent of Schools
Appointed by	Board of Education
Term of appointment	One Year

WORKING RELATIONSHIPS

Reports to	Director-Secondary Education
Staff relationships	Superintendent of Schools Assistant Superintendent-Instruction Assistant Superintendent-Business Affairs Director - Personnel Director-Special Education,Child Study Director-Building and Grounds Director-Research and Development All other Administrative Personnel
Supervises	Building Staff

SPECIAL QUALIFICATIONS OF THE POSITIONS

Required experience or training

Senior High-Qualified to be certified as a Senior High School Principal in the Sate of Wisconsin; three or more years of successful experience as a Secondary School Administrator.

Junior High-Qualified to be certified as a Junior High School Principal in the State of Wisconsin.

Desired experience or training

Senior High-Advanced graduate work beyond the master's degree. Three or more years successful administrative experience as a Senior High School Principal.

Junior High-Two or more yeas of experience as principal or an assistant principal in a junior high school;post master's degree work in secondary education or related courses.

APPENDIX D

SECONDARY SCHOOL PRINCIPAL
(SENIOR HIGH-JUNIOR HIGH)

Special requirements of the position
Strong leadership ability to work effectively with groups and individuals; broad knowledge of high school curriculum; good speaking and writing abilities; creative and imaginative approach to problems; ability to make sound decisions and withstand pressures.

Types of activities performed frequently
Short-term and long-range planning; speaking to groups; working with committees and groups of teachers; visiting classrooms; meeting with parents; supervising school activities; attending professional meetings.

POSITION RESPONSIBILITIES:

Provides instructional leadership within the school and where appropriate, emphasizes K-12-correlation of programs.

Visits classes to observe, assist, and document toe work of the teachers, and follows all visitations with written reports to be given to the teachers,

Evaluates and makes recommendations on the performances of the assistant principal, teachers, co-curricular advisors, department chairman andalso on classified personnel.

Prepares the school budget request for submission to the Director-Secondary Education.

Recommends to the Director-Secondary Education for approval all course offerings, textbook adoptions and other instructional matters.

Designs the master scheduling of classes with the approval of the Director-Secondary Education.

Directs all school business affairs.

Approves all purchase orders and countersigns all pay orders from school activity fund accounts.

Directs pupil accounting prodedures.

Assures articulation between the elementary schools and the secondary school instructional pursuit to the best of their ability; also between the senior high and post high school institutions.

Directs a effective public relations program.

Recommends the assignment or transfer of teachers including all cO-curricular advisors tothe Director-Secondary Education.

Maintains discipline in the school and at al school functions.

Maintains effective communication with parents, teachers and students.

Directs the school's co-curricular activities.

B-CONTINUED

SECONDARY SCHOOL PRINCIPALS
(SENIOR HIGH-JUNIOR HIGH)

Coordinates school programs, events or activities whch have district implication through the Director-Secondary Education.

Interviews and makes final selection of prospective members of his certified and classified staff, whenver possible.
D
Directs instructional programs to meet the individual needs of the students and to assure accreditation.

Serves on the Secondary Curriculum Council.

Makes an annual report to the Director-Secondary Education.

Initiates programs, activities and events, original or innovative in nature. Programs, activites and events having district implications should be approved by the Director-Secondary Education.

Schedules and conducts meetings of the faculty.

Represents the school in league or conference meetings.

Directs the utilization of facilities.

Prepares the official calendar of shool-sponsored events.

Performs other duties as assigned by the Director-Secondary Education or the Superintendent of Schools.

B-CONTINUED

POSITION TITLE

ASSISTANT PRINCIPAL-SECONDARY
(SENIOR HIGH-JUNIOR HIGH)
(IDENTIFIES ESEA-TITLE I YOUTH
RECORDS WITHIN HIS SCHOOL.)

BASIC FUNCTION

Is responsible for those school activities as directed by the building principal and in accordance with the philosophy, objectives and policies of the Board of Education.

GENERAL CHARACTERISTICS

Recruited by	Superintendent of Schools
Appointed by	Board of Education
Term of appointment	One Year

WORKING RELATIONSHIPS

Report to	Building Principal
Staff relationships	Superintendent of Schools Director-Secondary Education Assistant Superintendent-Instruction Assistant Superintendent-Business Affairs Director-Personnel Director-Special Education,Child Study Director-Building and Grounds Director-Research and Development All other Administrative Personnel

SPECIAL QUALIFICATIONS OF THE POSITION

Required experience or training

Senior High-Qualified to be certified as a Senior High School Principal in the state of Wisconsin.

Junior High-Qualified to be certified as a Junior High School Principal in the state of Wisconsin.

Desired experience or training

Three or more years successful secondary administration; post-master degree work in secondary education.

Special requirements of the position

Strong leadership ability; ability to work effectively with groups and individuals; sound knowledge of senior high school curriculum; ability to analyze problems and make decisions; ability to withstand pressures.

Types of activities performed frequently

Short-term and long-range planning; speaking to groups; working with committees, and groups of teachers and students; visiting classrooms; meeting with parents; supervising school activities; attend professional meetings.

B-CONTINUED

ASSISTANT PRINCIPAL-SECONDARY SCHOOL
(SENIOR HIGH-JUNIOR HIGH)

POSITION RESPONSIBLITIES

AS DIRECTED:

Provides instructional leadership within the school and where appropriate emphasizes K-12 correlation of programs.

Is responsible for the control and direction of pupil accounting procedures, attendance, discipline and referrals.

Maintains necessary pupil accounting records.

Directs and maintains a school calendar for the use of the facilities,espically for co-curricular activities.

Assists in the direction of transportation, where necessary.

Is responsible for safety and building security procedures.

Coordinates the development of building procedures in the form of directives and/or handbooks, as approved.

Assists in all class scheduling procedures.

Is responsible, as assigned, for the evaluation of staff.

Makes necessary reports to the building principal-including written evaluation reports.

Coordinates building maintenance, as necessary.

Assists in the development of departmental and school budget requests.

Serves on the Secondary Curriculum Council.

Maintains necessary contacts with parents.

Assists in the development of long range educational goals and/or programs.

Performs other duties as delegated by the Principal or the Superintendent of schools.

B-CONTINUED

POSITION TITLE — DIRECTOR-SPECIAL EDUCATION, CHILD STUDY (RESPONSIBLE FOR SCREENING TESTS OF TARGET SCHOOL STUDENTS RECOMMENDED FOR PROJECT CLINIC TRAINING)

BASIC FUNCTION

Is responsible for Special Education and Child Study and coordinates these programs under the direction of the Assistant Superintendent-Instruction in accordance with the philosophy, objectives and policies of the Board of Education.

GENERAL CHARACTERISTICS

Recruited by	Superintendent of Schools
Appointed by	Board of Education
Term of appointment	One Year

WORKING RELATIONSHIPS

Reports to	Assistant Superintendent-Instruction
Staff relationships	Superintendent of Schools Assistant Superintendent-Instruction Assistant Superintendent-Business Affairs All other Central Office and District Staff Members
Supervises	Supervisor, Special Education K-12 Psychologists Social Workers Special Education Teachers Attendance Officers Census Personnel

SPECIAL QUALIFICATIONS OF THE POSITION

Required experience or training
All necessary requirements to be licensed as a Director-Special Education in the state of Wisconsin.

Desired experience or training
Five years of successful teaching experience in some are of Special Education; three years of administrative experience; doctorate or doctoral leve work in Special Education; training and experience as a School Psychologist or School Social Worker.

DIRECTOR-SPECIAL EDUCATION, CHILD STUDY

Types of activities performed frequently
Conferring with staff members; working with community agencies concerned with Child welfare; conducting and planning research studies; providing data pertaining to pupil personnel for local, state and national reports; completing detailed plans of service for all handicapping conditions; school psychology; school social work; improving public relations regarding Special Education and Child Study; attending professional meetings.

POSITION RESPONSIBILITIES

Directs the following programs; Psychological, Social Work, Special Education, Testing Programs, and Pupil Accounting Services.

Develops short- and long-range planning for special services and child study.

Coordinates with school administrators the Special Education and Child Study Program, making these students a part of the total educational program.

Develops the budget request for all handicapping conditions, psychological, social work,attendance and census. (This involves two (2) separate budgets-one for the school year for the Department of Public Instruction, Division of Handicapped Children; one for the calendar year for the school district/)

Consults with the Sperintendent of Schools on matters involving Child Study, Special Education.

Is responsible for evaluation of all certified personnel, and assists in the evaluation of classified personnel.

Provides leadership in the preparation of in-service and/or orientation programs necessary to inform or to further train departmental staff.

Arranges for homebound instruction.

Develops, with assistance of the Director or Research, a district-wide program of research which provides annual information regarding tropouts, grading, and other information related to curriculum.

Consults with the Assistant Superintendents-Instruction and Business Affairs and other administrative officers regarding program requirements for instruction and special services-including bussing of handicapped children.

Is responsible for the writing of brochures, newsletters, announcements, prospsals for grants.

Cooperates with the Director-personnel in the selection of personnel for Child Study, Special Education and in the selection of attendance officers.

Develops regular, periodic reports for the staff, the assistant superintendents and the state.

B-CONTINUED

DIRECTOR-SPECIAL EDUCATION, CHILD STUDY

Serves as chairman for special education staff meetings.

Supervises pupil accounting and district-wide attendance, and student record functions.

Cooperates with national, state, local and district agencies in the research and development of new programs

Conducts annual census.

Performs other duties as directed by the Assistant Superintendent-Instruction or the Superintendent of Schools.

B-CONTINUED

POSITION TITLE — EDUCATIONAL MEDIA SPECIALIST (ESEA-TITLE I PROJECT)

BASIC FUNCTION

Is responsible for the planning, design and development of instructional materials as directed by the Director-Instructional Media and under the general direction of the Assistant Superintendent-Instruction.,

GENERAL CHARACTERISTICS

Recruited by	Superitendent of Schools
Appointed by	Board of Education
Term of appointment	One Year

WORKING RELATIONSHIPS

Reports to	Director-Instructional Media
Staff relationships	Superintendent of Schools Assistant Superintendent-Instruction Other Central Office Members Principals Faculty Members

SPECIAL QUALIFICATIONS OF THE POSITION

Required experience or training
Bachelors degree; successful experience in the development of educational media; knowledge of art echniques; must be able to be certified in the state of Wisconsin.

Desired experience or training
Masters degree; knowledge of curriculum, K-12.

Special requirements of the position
Broad knowledge of audio-visual materials and techniques; basic knowledge of art and graphic techniques; ability to work effectively with others; crative ability.

Types of activities performed frequently
Conferring with staff members; leadership in the development of instructional materials; assisting in the development of materials for Title I and other federal programs; atteding professional meetings.

POSITION RESPONSIBILITIES

Provides leadership in the use of instructional media by teachers and others.

Plans, designs and produces graphic materials-films, charts, transparencies, handbooks, slides, tapes and printed materials.

B-CONTINUED

POSITION RESPONSIBILITIES

Provides the following services:

a. Design consultant
b. Production consultant
c. Artist
d. Photographer
e. Audio specialist
f. In-service training, as appropriate and required

Operates or directs operation of necessary technical equipment in the production of media.

Assists in the research and evaluation of media programs.

Provide assistance in the utilization of in-school television for the district.

Maintains and directs operation of graphics and duplicating processes.

Serves as support person for Title I as a media specialist and as a producer of media as requested by Title I staff.

Performs other duties assigned by Director-Instructional Media or the Superintendent of Schools.

B-CONTINUED

POSITION TITLE

CLINIC READING SPECIALIST
ESEA -TITLE I

BASIC FUNCTION

Is responsible for advanced remedial reading diagnosis and correction of pupils 2 - or - more years below their reading expectancy, as verified by Child Study psychologists. This includes special programs agreed upon between Project Staff and two local institutions for neglected children. In addition to assisting clinic pupils, special classes will be held at Our Lady of Charity School for Girls. One Specialist will serve half-time, as Title I chairman.

WORKING RELATIONSHIPS

Reports to

ESEA-TITLE I CHAIRMAN
Directors of Elementary and Secondary

Staff relationships

Assistant Superintendent+Instruction
Principals of Clinic Children
Child Study department
Director of Federal Programs
Principals of Parochial Clinic Children
Principal-Our Lady of Charity School-Girls
Principalof St. Josephs Home-Boys

SPECIAL QUALIFICATIONS OF THE POSITION

Wisconsin certification as Reading Specialist; ability and training for working with problem learners; capacity for diagnostic reading counseling.

B-CONTINUED

POSITION TITLE — CENTER TEACHER ESEA-TITLE I

BASIC FUNCTION

The ESEA-TITLE I staff person within each Target school serves as an extension of the classroom teacher by providing leadership in compensatory enrichment activities designed for disadvantaged children within the school, to include eligible Parochial children within that schools district boundaries. One such person will also be designated to operate as part-time Remedial Reading center at at St. Joseph"s Home for Boys. A separate position will be a part-time vocal music teacher at Our Lady of Charity School for Girls.

GENERAL CHARACTERISTICS

Recruited by	Director-Personnel
Appointed by	Director of Elementary or Secondary,as appropriate
Term of appointment	One Year

WORKING RELATIONSHIPS

Reports to	Building Principal (s)
Staff relationships	ESEA-TITLE I Chairman Director of Bederal Programs Classroom Teachers Parents and Community Directors of Elem. & Secondary Assistant Superintendent of Instructionk Director Research & Development

SPECIAL QUALIFICATIONS OF THE POSITION

State certification related to teaching reading and grade level, plus ability to lead School-Home enrichment activities of Project objectives

POSITION RESPONSIBILITIES

Assigned to all but one of the elementary target shhools will be a project specialist. Of great importance totheir success are classroom teachers. To them, the E.S.E.A. Title I specialist will become an extension of their own instruction. This center teacher's training is not only in remedial reading but also in enrichment experiences and psychomotor skills for disadvantaged children. In addition, this person works with disadvantaged parents, helps to organize as well as participate in inserbice programs, individually prescribes instructional material for students with in the classroom, and fulfills the roles of consultant and diagnostician. This Title I person has a specially equipped center in the building and workds in 1-5 small group situations. This person also works with classroom groups where building staff members feel they nee the most help.

B-CONTINUED

POSITION TITLE

HUMAN RELATIONS COORDINATOR
NICOLET ELEMENTARY

BASIC FUNCTION

The ESEA-TITLE I staff person at Nicolet Elementary school will assist parents and school staff to understand how they can work individually and together, forming family and school ties., capable of helping each child understand himself and his world. Thus, each child can find his won place as a free individual in our society.

GENERAL CHARACTERISTICS

Recruited by	Director of Personnel
Appointed by	Director of Elementary
Term of appointment	One Year

WORKING RELATIONSHIPS

Reports to	Building Principal
Staff relationships	Assistant Superintendent-Instruction Director Research & Development Directors of Elementary-Secondary ESEA-TITLE I Chairman Director of Federal Programs Classroom Teachers Parents and Community

SPECIAL QUALIFICATIONS

Adaps to flexible schedule, as 2:00 P.M. - 6:00 P.M. evenings; has background working with community groups; understands compensatory education; experienced in activities for Children and youth; trained in Sociology, Psychology,Education; Personality is warm, relates well to people of all ages, controls his knowledge, enjoys organizing, but is not a "missionary type".

B-CONTINUED

PROPOSED ROLE RESPONSIBILITIES

CLASSROOM TEACHERS-DISTRICT

Duties and responsibilities listed below are implemented through the unit, leader, department head and/or principal.

A. Personnel

1. Selection of Administrators and Supervisors

   a. Suggest criteria for qualifications

2. Selection of teachers and non-professional personnel

   a. Suggest job specifications

   b. Report, known candidates

3. Assignment and Transfer of Teachers and Non-professional Personnel

   a. Request transfer of assignment

4. Orientation of New Teachers and Non-professional Personnel

   a. Assist in orientation plans

5. Development of Criteria for Evaluation of Performance

   a. Advise Evaluation Council* on evaluative criteria

6. Evaluation of Performance

   a. Compare self evaluation of Teacher performance with administrative-supervisory staff evaluation

B. Management - Business

1. Budget Preparation-Instructional and Non-Instructional Items

   a. Indicate instructional and non-instructional needs.

2. Purchase Procedures-Material and Services

   a. Submit requests

3. Accounting Procedures for Funds, Supplies, and Equipment

   a. Report accounting for, supplies and equipment

   b. Report student funds to be collected to the school office

* to be established

B-CONTINUED

4. Maintenance and Operations Procedures for Buildings and Equipment

   a. Report needed repairs and replacements

5. Administration-Management-Business

   a. Suggest improvments in forms, procedures, etc.

C. Management-Instruction

1. Pupil Accounting

   a. Administer pupil accounting procedures for assigned pupils

2. Selection of Textbooks, Tests and other Instructional Aids

   a. Indicate need for opening adoption

   b. Suggest selection criteria

   c. Indicate preferences for final selection to the curriculum committees

   d. Suggest preferences for professional materials

3. Schedule making

   a. Suggest policies, preferences and parameters

   b. Where appropriate given the schedule, design instructured time to meet needs of total school program

   c. Recommend schedules of special subject teachers to best support individual school schedules

D. Instructional Process

1. Quality of Instruction-Teacher

   The effective teacher will:

   a. Vary instructional methodology to provide for individual differences by:

      (1) Providing for student involvement

      (2) Providing for differentiation in assignment, texts, resources, groupings,etc.

B-CONTINUED

(3) Utilizing different instructional techniques such as large groups, small groups, groups, laboratory to further individualization where appropriate.

b. Present the curriculum (subject) in such a manner to assure

(1) Course objectives are clearly defined to meet individual needs.

(2) Instructional objectives are clearly stated so that the learner understands them.

(3) Lesson plans are well developed and meaningful.

(4) Preparation and presentation are effective.

(5) Individually guided instruction is provided.

(6) Total district and school guidelines and philosophy are implemented.

c. Establish a classroom climate to encourage and to aid the learning process by:

(1) Maintaining student centered, yet teacher directd learning experience.

(2) Becoming directors, rather than dispensers of learning.

(3) Providing leadership and control to promote learning.

(4) Using tact in relating to students, parents and supportive staff.

d. Select and use instructional materials and media to implement the learning process such as:

(1) A.V. materials and instruments
(2) Student displays, where appropriate

(3) Teacher displays, where appropriate

(4) Multiple texts, resources or redource persons.

(5) Physical classroom facilities, bulletin boards, laboratories, etc.

B-CONTINUED

e. Evaluate the learning process in such a manner to accentuate individual progress using a variety of techniques such as:

(1) Varied assignments.

(2) Individualized tests, where appropriate, based upon clearly stated course objectives.

(3) Varied questioning techniques

(4) Multiple methods or means to encourage continuous progress.

E. Improvement Activities-Personnel and Program

1. Evaluation Procedures of the Instructional Program

a. Assist in evaluation prodecures

b. Suggest evaluation procedures

2. Building and Classroom Visitation by Principals and Supervisors

a. Suggest policies

b. Indicate when visitations are desirable

3. Committee Work

a. Suggest policies

b. Report reactions to a committee puppose, structure, and operation.

4. Experimental (Research) Activities

a. Suggest Policies

b. Submit research proposals to the research committees

c. Direct approved research activities

5. Outside Consultants

a. Suggest policies

b. Suggest consultants needs and personnel

c. Request consultants when desired

6. Non-Teaching Professional Activities

a. Suggest Policies

B-CONTINUED

b. Suggest practices including within-system visitations

F. Plans and Implementation

1. Long-Range Instructional Plan and Implementation

a. Suggest Policies

b. Suggest long range goals

2. New Buildings

a. Recommend educational specifications upon request

G. School-Community Consolidations

1. Public Relations

a. Report accurately all aspects of the instructional program

b. Support the implementation of good public relations both on and off the job.

D-CONTINUED

POSITION TITLE — CENTER AIDE-ESEA TITLE I

BASIC FUNCTION

Assists Center Teacher to set up and maintain individualized situations designed to provide compensatory experiences to disvantaged target area children.

WORKING RELATIONSHIPS

Reports to — Project Center Teacher to whom assigned

SPECIAL QUALIFICATIONS

Training and experience equal to standards required for district personnel office employment as aides at the hourly rate and schedule; as well as qualification under district health requirements.

Secretary I Miss Sue Collins

As secretary to the director of federal programs, this three-fourth time position requires several skills and responsibilities. She must be able to keep in mind the various reports of Title I programs and their due dates. This also involves a working knowledge of the district's administrative and clerical routines as they affect, and are affected by, the Title I program to theend that requisitions and expenditures may be expedited correctly. The position also requires the skills of shorthand, electric typewriter, and adding machine.

Bookkeeper Miss Peggy Heise

The Title I bookeeping position requires a careful application of bookkeeping and regulations. Funds must be accounted for according to budget allotments as established by each annual project. Accurate reporting of expenditures and salaries as indicated by periodic report forms and district payroll procedures shall be assured by the bookkeeper's recording and processing. These are based both upon administrative methods and procedures of district's business office and state Title I offices.

B-CONTINUED

General Secretary-Federal Programs Mrs. Agnes Martinkovic

Assigned to the Administrative office of Federal Programs, this half-time position requires general clerical skills, as follows:

Compilation of bookkeeping documents

Operation of general office machines

Maintenance of ESEA-TitleI inventory equipment both district-wide computer

Lists and reference breakdowns.

Assistance with inservice programs and special meetings

Coordinate book and materials inventories with district librarians and project staff

Assist with special needs of project Administration.

General Secretary Mrs. Fay Ihde

Duties: Assist the Reading Clinic Teachers

a. Check out library books for children attending clinic

b. File materials and tests for reading clinic

c. Type correspondence and reports for the reading clinic

Assist the Title I Chairman, as follows:

a. Type correspondence and reports

b. Check out reading instructional materials to centers

c. Provide typing and duplicating service to center teachers

Instructional Department Clerk-Typist Barbara Corriveau

This half-time position, responsible to the Project Graphics Specialist, provides typing and clerical assistance in those areas of the total media program affected by the Title I, ESEA, program.

When not serving project media needs, Miss Corriveau will be located at a working site to be made available in the ESEA-Title I project area, Christ Episcopal Church annex. Here she will work under overall supervision of the ESEA-Title I chairman. Her primary responsibility here will be to assist the new adult volunteer coordinator with our pilot tutoring projects at both East and West senior high schools.

4. STAFF CONTINUED

C. Approximately 10% of this project's budget will go towards inservice education. Drawn from needs assessment sessions last spring, there are twelve separate training topics already suggested. Of these, six will be carried out to strengthen both staff, youth tutors, and adult volunteer tutors. The other six, all suggested by parents and staff, will be verified through a target area survey in September, this survey to test the continuing priority of these topics, as well as new possibilities for 1972-73.

All of the twelve inservice topics, listed below, are planned and budgeted for. In this manner, they can either be implemented as desired or else substitutions made with the least adjustment to the fiscal planning required.

*Required for Staff	** To Verify or Develop by September Survey
Orientation-Adult Vol.Tutors-East 10th Gr. Aug. 31st	Bldg. better Self-Concept Adults Jan.21 -April '73
Creative Dramatics Title I Staff, et al Aug. 31	Kodaly Music Program for Reading Keller staff, Title I,& parents
Adult Volunteer Tutors 20 hr. workshop October	Emotional Involvement of the Troubled Person Staff,Title I, Parents
YTY West-Trees for Tomorrow September	Creative Crafts for Parents Parents
Creative Crafts ESEA Title I	Better Grooming Assemblies Girls and Parents Boys and Parents
Parent Involvement ESEA-Title I	Human Relations-Teaching the Disadvantaged Target Area Staff,Title I Staff Advisory Council

**All inservice programs have plans and budgets completed, ready for implementing, additions, or deletions, as indicated.

5. PROGRAM

A. FROM NEEDS OF CHILDREN A PROGRAM OF INSTRUCTION

Each new ESEA - Title I project, now based upon the July 1 - June 30 fiscal year, is planned from "scratch." Parents, principals, Title I staff, even the reactions of children in the program have constantly added ideas for making experiences more relevant to children. During six earlier programs, these suggestions have improved the program in terms of project children's ability to succeed in school.

Each year, however, it has meant a complete reevaluation of the current program in order to improve the next one. Thus, each year, the project goals have changed or increased. During the 1971-72 term, we had twenty-three different objectives to be carried out through more than thirty separately evaluated sub-projects. This 1972-73 program, in similar fashion, will have twenty-four objectives and twenty-four sub-projects, apart from in-service workshops, to be separately evaluated. This will be expanded as necessary.

Twenty-six staff members, two fully district paid, five in part, will carry out the 1972-73 project. Of these, four represent one administrator and three clerks, all on a part-time basis. All the rest, including the district paid chairman and a half-time media specialist, will work directly among children and parents in the project. Administrators of the project will be centered at the Board of Education offices, City Hall. All remaining activity, representing more than 90% of the total grant costs, will take place at all of the following nineteen sites.

LEASED SITES	ELEMENTARY		SECONDARY	INSTITUTIONS
Instructional Service Center, Bd. of Ed.	Helen Keller	Roosevelt	West High	Our Lady of Charity School for Girls
Clinic, Diagnostic and Remedial Reading, Board of Education Annex (Christ Episcopal Church School)	Lincoln	Whitney	East High	St. Josephs Home for Boys
	Jefferson	Nicolet		
	Fort Howard	F.D. Roosevelt		
	Norwood	Oak Grove		
	Tank	Wequiock		
	Howe			

Disadvantaged children of private schools, whose homes of residence are within the district areas of any of those public schools with comparable grade levels, will also take part where their needs are expressed in the project.

The grouping pattern of this project allows for the greatest possible contact between the project's activities and those to take part. Each of the schools, for example, as well as the clinic, will have at least one person assigned to it from the project staff. Each such person will be responsible, with school principals, for project activities carried on there. The project's half-time media specialist will work with all staff, children, and parents involved. At the same time an ESEA - Title I council, with a majority of parents from the target schools, will advise the Board of Education, through the school administration, on further project improvements for children in the project. This will help to avoid duplication of project and regular district activities.

ESEA Title I programs for the 1972-73 school term will present varied and numerous experiences for the participating students, parents and Title I staff. The program description that follows is outlined by academic levels as set forth in the application. In actuality, the students will progress individually in an ungraded manner. Activities listed are generally for children at the levels shown, but all the experiences may not be necessary for every child. Instead, it will be the responsibility of the Title I staff to select those appropriate for each child in the program.

The outline below starts with preschool children and concludes with adults--a spectrum including all ages beyond infancy. Thus emphasis at the early elementary is for academic success while adult work is in the whole area of parent involvement. Reporting this ESEA Title I program in complete detail would require repeating all objectives, needs, and planned activities to include specialists, parental involvement, and inservice plans for each academic area. Instead, we will provide here an overall summary of the project activities.

The program needs different instructional techniques. Title I students need specialized programs that are new. They cannot match or supplant district programs. Also, they are meant for individual children. Accordingly, then, activities are innovative and in addition to regular district programs. Because of the newness of some program needs, this project will also include several pilot activities to test ways of satisfying these in terms of school programs. These will also allow us one year

to judge how these work with a few children before offering them to all children in the Title I program.

A. PRE-KINDERGARTEN PROGRAMS NOT PROVIDED WITHIN DISTRICT PROGRAMS

There are such pilot programs at two target elementary schools assigned for the school year 1972-73.

1. Howe elementary school's pilot program centers its activities around motor coordination, and visual perception (psychomotor area under objectives.) The goal is to develop such skills necessary in order for children to be successful in later learning situations. The need for such a program was identified by parent council members and staff in their preplanning sessions. This program has three parts:

   a) "Water Babies" program, ten consecutive lessons in getting children, ages 3-5, accustomed to the water and learning the proper movements for swimming, at the YWCA pool.

   b) The development of auditory, visual and motor coordination among children, ages 3-5, of the Howe District. To be held at Howe Project Center with the Center specialist.

   c) Arts and crafts lessons for Howe area children, ages 3-5, as developed and taught by personnel from the YWCA.

2. Tank elementary school will continue the second year of a two-year pilot study involving four year olds. To meet the needs of the program the four year olds attend four half-day class sessions per week. The activities for the program are specific and concrete, using small groups, large groups, and individual situations. This allows each child an individualized program for maximum development of his natural abilities.

   The activities center around three different kinds. They include development of positive self-concept (Affective), increase in vocabulary, and basic concepts (Cognitive), and in further development of body coordination (Psychomotor). The activities involve use of school settings, visits around the neighborhood and larger community, as well as how to interact with others, how to learn

2. cont.

and develop skills that will ensure future success in school.

3. Along with the continuing four-year old program, above, Tank elementary will again provide additional learning experiences for younger children, ages 2-3, and their parents, through a second pilot study. It will involve parents, the Title I center specialist, and the kindergarten teacher in demonstrations of pre-school child care. It will be implemented in two general ways:

   a) home visits by center specialist

   b) having these younger children attend classes separately in the kindergarten room one-half day a week. Parents will accompany their children for these demonstrations of pre-school child care. (This program is included later in Section E. Adult programs, but bears mentioning here as a specific pre-school related to new pilot programs).

In addition to the Howe and Tank elementary programs for pre-kindergarten children, all other ESEA Title I target schools will also be encouraged to increase their own parents' involvement. This is evident in other directions the 1972-73 in-service education program is taking. ~~While~~ Specific inservice education workshop topics, 1972-73, will be included in a September survey to participating ESEA Title I parents, teachers in all the target schools and the Title I staff. Some parent in-service possibilities suggested during our spring needs assessments were:

1) "Parent Creative Crafts Inservice," with Martha Harvey as consultant.

2) "Emotional Involvements of a troubled child," with a representative of the child study department as consultant.

3) "Creative Dramatics Inservice," with Karen Prevetti of Next Door Theater as consultant.

4) "Parent Involvement Inservice," with Jerry Downing as consultant.

5) "Human Relations," with Alex Molnar and Will Roy as consultants.

6) "Grooming Assemblies in Target Schools," with Mrs. MacGoren as consultant.

Each workshop suggested above, has been budgeted and planned in the event they are

requested by the survey.

The needs which determine the necessity for these pre-school pilot studies are similar and are centered around the childrens need of developing a positive child self concept, growth of social interaction, development of knowledge and backgrounds needed for learning success in school situations, and the development of bodily coordination skills to further enhance learning ability. These are more fully outlined in Section 2, Needs Assessment. Though needs are similar from school-to-school, each such school area often requires slightly different projects to reach the same goals or objectives. Within the Howe school district, for example, is the YWCA which, therefore, becomes a logical site for extension of the school program. A similar type of activity for Tank elementary, however, finds transportation a problem. So, within the area of pre-school education, various programs have evolved because of such differences within individual school communities.

Supporting both the inservice and pilot pre-school programs are the services offered by various specialists available within the district and through Title I funds. Such specialists include the half-time Instructional Media Center Specialist, who will give assistance in the area of audio-visual media and equipment, and members of the child study department, including school social workers, who are all district personnel. Their exact roles are not yet specifically designed as the 1971-72 Title I inservice programs are still in the developmental stage. Their services will be included as identified by the September inservice survey and needs of the various programs as they are implemented during the 1972-73 school year.

As with the similarities in needs, objectives, and planned activities, the evaluation tools also have common areas. Each pre-school project's evaluative tools, for example, involve parents, students, and Title I teachers. While the rating forms may differ in wording, the overall form will have a subjective rating scale for pre-rating students before their training. Another, for the end of their training, will be compared to a child's pretest,

One exception in such evaluating is in the four-year-old Tank project. While it also uses rating forms, a comparison study will also be completed in May, 1973 using

the Metropolitan Readiness Tests, as follows: Pupils in Tank's 1972-73 kindergarten will have also attended last year's four-year-old sessions. The Metropolitan Readiness Tests given to them in the Spring of 1973 will, therefore, be compared to the results of the same test, given last spring, to students in the 1971-72 kindergarten class. These later would have received only one year in kindergarten, without the advance four-year-old experience. The study will compare overall results as well as specific areas. We hope to see whether the 1971-73 kindergarten class, with a year's previous experience in the pilot program for four-year-olds, displays an advantage over the 1971-72 kindergartners who had no such pre-training.

B. KINDERGARTEN PSYCHOMOTOR PROGRAM NOT PROVIDED FOR IN DISTRICT PROGRAMS

A 1972 summer workshop for target school kindergarten teachers stressed how to teach manipulative and body coordination activities. The workshop, two weeks in length, used Tank elementary five-year-olds as subjects for actual teacher practice skills. Activities were centered around a plan using five units dealing with visual perception and body coordination skills.

Follow-up activities for the kindergarten teachers involved in the workshop will include construction of behavioralized objectives and activity lists. These will become a 1972-73 psychomotor program for the target school kindergarten programs. The teachers will next field test the new objectives, activities and evaluative tools during the 1972-73 school year. They will then make necessary revisions in the spring of 1973, with the goal of implementing the program district-wide if it proves successful.

Parents were involved in this type of training last year through in-service programs. Some were led by Dorothy Krause, La Crosse, whose demonstrations were in areas of body coordination and visual perception skills. Also two pre-school psychomotor workshops were held at Howe elementary and at Oak Grove elementary schools. Plans now are to include, during 1972-73, kindergarten parents who can provide follow-up at home. Details will be worked out by the participating kindergarten teachers, and their parents in September, 1972.

Specialists involved in the workshop include William Sterret, Physical Education Coordinator for Green Bay elementary Schools. He will continue working with this on-going program, in an advisory role, during the 1972-73 school year. Other specialists, such as from the child study department, will become part of the program as such needs are identified during the school year.

C. LEVELS 1-6 PROGRAMS NOT PROVIDED FOR IN THE DISTRICT PROGRAMS

Participating students in ESEA Title I schools will be involved in various activities within the school setting. The identified students will meet with a project specialist in their school's project center, on a scheduled basis. In the cases of Oak Grove and Norwood Schools, Pilot programs in Youth Tutoring Youth (YTC) are planned. Later elementary pupils of the schools will tutor younger children. At Lincoln Elementary School, however, Youth Tutors will come from West High. Other innovations are also planned for 1972-73. A reading clinic will continue to provide to later Elementary Pupils diagnostic and remedial help. In addition, music lessons, creative Dramatics lessons, attendance at children's theater productions, 4-H camping, and special programs at both Our Lady of Charity and St. Joseph's Home for Boys are included. These programs are innovative not only in organization but also in the methods and techniques used by the staff personnel involved in the program.

Within the center programs at the target schools several goals are established:

1. Growth in the area of positive self-concept through cultural and social experiences that are relevant to reading awareness and include interaction with family and community. (Affective objective)
2. Use of language arts experiences to improve oral and written communication skills. (Cognitive objective)
3. Students who are identified as needing training in body coordination skills will be involved in a program that will develop skills in body coordination and perception. (Psychomotor objective)

Activities designed to fullfil these goals or objectives are grouped around three areas and include:

1. Centers

   a) various approaches to develop confidence in communicating and interacting with others such as role playing.

   b) using AV Media to further develop vocabulary and muscular skills in manipulating AV equipment.

   c) development of materials to make film strips.

   d) developing the ability to record one's thoughts either by tape (cassettes, video taping), writing (poems, stories, plays), or orally (discussions).

   e) individually developed programs to overcome weaknesses in any diagnosed areas.

2. Schools

   a) Creative dramatics or creative movement lessons within the target schools. The classes will be in six week sessions and will include 15 identified ESEA students. The classes, after-school, will be under the supervision of the Next Door Theater creative dramatics teachers.

   b) Continuation of the pilot music program for a second year. The goals include dexterity with instruments, ability to play to parents, ability to read basic music as well as those listed for levels 1-6 center.

      1) Use of symphonettes at the later elementary level within the target schools. The music teachers instruct identified classroom teachers who are interested in using the symphonettes within their classroom activities. (A September 1972, survey will be completed to identify these teachers for the 1972-73 school year.)

      2) Two elementary schools will each have access, also, to five ukeleles. During the 1972-73 school the Helen Keller Elementary will be one school selected for this phase of the pilot program. The emphasis in this open-concept school is in the fine arts, and this will be a

2) cont.

supplementary program developed to further enhance the students awareness of fine arts.

3. Community

a) Various field trips within the school community and in the area of the total Green Bay community.

b) 4-H summer camping program at Camp Bird, Crivitz, which involves level 4-6 students for one week.

c) Next Door Theater trips to see the plays performed by various groups under Next Door Theater auspices.

The Reading Clinic's goals (objectives) are also related to improving self concept and enhancing reading achievement. However, its means are somewhat different. The clinic serves later elementary children who have serious reading deficiencies. When a student is selected to attend the clinic a set of diagnostic tests are run on him to determine his exact reading problems and strengths. When these are identified the clinicians then develop individual remedial plans to alleviate the deficiencies.

In the case of our project's Instructional Media Center, there are two goals (objectives) dealing with Audio-Visual Media.

1. Use of the Instructional Media Center Specialist to assist Title I staff in further developing communication skills and muscular dexterity in operating AV equipment in participating Title I students.

2. Development of several AV projects by center specialists and students with assistance from the IMC specialist:

a) a video-tape production

b) a super 8mm color film or 35 mm filmstrip with narrative

c) set of pictures illustrating the 1972-73 ESEA Title I project in each center and the clinic.

Included in this grade 1-6 (early and later elementary) level is a program at St. Joseph's Home for Boys. The grades represented there include 4-12. The program is basically self-concept building, with use of Title I funded field trips and social

interaction experiences. The field trips are set up to deal with classroom activities and real-life situations.

Across town at Our Lady of Charity School, is another program, grades 7-12, also with the goal of self-concept building. Its title I program includes group folk singing, guitar groups, vocational reading, and other such activities as enhance positive social interaction. The program is taught by a music teacher, hired part-time by Title I, and a part-time reading specialist provided to the project by the Green Bay schools.

The needs for these varied and numerous goals and projects center around a general need among disadvantaged children, for:

1. A positive self concept
2. Ability to communicate in oral and written language and in verbal and non-verbal situations.
3. Development of muscular coordination skills necessary for learning.

These are the basic outline of needs. The more specific needs are listed in section 2 under Needs.

Parental involvement is used in varied ways at both early and later elementary. Parents of project children will have numerous contacts with the Title I staff through activities that include:

1. conferences
2. home visits
3. assistance in chaperoning on field trips and for Next Door Theater plays
4. use as aides to help with certain projects in Centers
5. attendance at student presented programs in music
6. use as resource people in areas of careers, skills, hobbies, etc.
7. assistance in 4-H camp activities
8. completing forms such as subjective rating scales on own children attending the center or clinic
9. member of parent council

The Title I inservice education workshops will also include parents of children at both early and later elementary. The September survey to be sent to parents, teachers

of target schools, and Title I staff will select the inservice workshops. The choices will include, in addition to those for pre-kindergarten, kindergarten, and adult, the following possiblity for Helen Keller School's fine arts emphasis:

1. Monthly Inservice relating music to reading by Norbert Ecker, (consultant)

Both the graphics media specialist and elementary music are written into these levels, too. The assistance of other specialists available within the district will be dependent, again, on the identification of a need that requires such a person. At this level, the program is open-ended so that any needed specialist may be included within the program as need is identified.

Evaluation is also developed by various means. To measure growth within the program, pre-and-post tests are given. These rating forms include subjective rating scales of attitudes to be completed by students, parents, music teachers, classroom teachers, and Title I staff. Along with the subjective tests of attitude are several standardized tests in the area of reading and in muscular skills. Unlike the subjective ratings, these test specific pupil skills. Between the pre-and-post test both subjective and standardized, continuous evaluation takes place. Teacher observation, parent teacher conferences, Reading Skills checklists, all of these will also be used to ensure that children are being taught effectively in the Title I activities.

D. TENTH GRADE - YOUTH TUTORING YOUTH AND ADULT VOLUNTEER TUTORS PROGRAMS

The programs at this level concern sophomores from both East and West high schools, pupils of Lincoln and adult tutors. It is a two-part tutoring program using twenty-five disadvantaged sophomore students from each high school. The twenty-five students from West high will tutor identified project students from Lincoln elementary, while the twenty-five students from East high will, themselves, be tutored by adult volunteer tutors. The goal, for student tutors and pupils, alike, is to improve self-concept. In addition, oral and written communication techniques, as well as rules for written English, language arts experiences, will have an emphasis on remedial reading. All these activities will be developed in training workshops involving both high school teachers and adult volunteer tutors to be involved in the program.

Various specialists are available for their assistance as the program developes and needs arise. Evaluations of these projects will consist of subjective rating scales completed by parents, students, teachers, and adult tutors involved in the program. Standardized and other non-standardized tests to identify reading levels and problems, as well as teacher-tutor lists will also be incorporated into the program.

Parents will be involved in these evaluations, too. Through rating their children and in conferences with teachers to discuss any positive gains seen by the tutoring situation, parents will help evaluate pupils' tutoring. They will also be included in the inservice education workshops (already presented under pre-school level and levels 1-6).

E. ADULT PROGRAMS NOT PROVIDED FOR BY THE DISTRICT

There are several programs involving adults, with objectives for increased parent involvement, greater understanding of young children, school-parent interaction, and improved understanding among parents themselves. The specific parent programs include:

1. Pilot Project at Tank Elementary

   The goals for this program are basically changing and improving the understanding parents have about their children and the importance of school-parent interaction for them and their children. The center specialist is the catalyst for these experiences developed to fullfil this goal. She will schedule time during her weekly program to make more extensive home contacts. This scheduling, as well as results in the change of parent's attitudes will be studied to see if the program should be extended to other centers. This is the second year of a two-year study, and results will be carefully evaluated in the spring of 1973.

2. Pilot Project--Nicolet

   A part time professional person will be hired to organize selected parent education experiences. These experiences will be utilized so parents will demonstrate an improved understanding of themselves, their children, their neighborhood school and their school community. Activities to reach these

2. cont.

goals (objectives) include parent participation in inservice educational workshops, working as volunteer aides in classrooms as requested, and various methods of social interaction such as pot-lucks, school dinners, block clubs.

3. Survey to assess priorities and types of 1972-73 inservice education activities. The survey, in September, will list all of the inservice education topics suggested for parents during 1972-75. The parents, classroom teachers of target schools and Title I staff will complete the survey. Plans will then be developed to fulfill the expressed adult inservice education needs for 1972-73 school year.

These parent involvement projects are only one part of the parent education program developed for the 1972-73 school year. Other phases of parent education include:

1. Inservice education workshops that will:
   a) stimulate parents and Title I staff to increase and improve interaction between school and home.
   b) increase understanding between parents and children.
2. Various school-home contact (listed under levels early and later elementary programs).
3. Information for members of HSEA-Title I council whose aim is to assist in developing projects that will alleviate the needs of the students involved.
4. Different target school approaches dependent on activities and ideas of each center specialist for reaching the adult program goals:
   a) informal get-together with coffee to discuss various topics of interest
   b) meetings in homes to discuss problems that may surface
   c) open house type of parent conferences where no schedules are used and parents drop in to talk and have coffee.

The needs for parent programs are basically self-concept motivated: to improve positive self-concepts of parents, children and teachers (target schools and Title I staff) in social interaction situations.

Specialists, such as the IMC Graphics Media Specialist, are included in various aspects of the parent involvement programs. The other specialists such as School Social Workers and Public Health Nurses will be included as their services are required.

Evaluations of adult inservice programs will differ as to wordings, but they use a structure similar to the subjective rating scales for other project phases. They will also involve all people involved in the program - children, parents, and Title I staff. No objective tests, however, are planned.

C. PROCESS EVALUATION

PROCEDURES FOR PROCESS EVALUATIONS

Continuous evaluation of the students is an integral part of our ESEA Title I program of 13 centers and 1 remedial reading clinic. The pre-test forms that are given (see Evaluation Design Outline) are utilized as diagnostic tools. Example: The Gates Mc Ginitie Reading Survey gives us silent reading scores in the vocabulary level, comprehension of pictures, sentences and paragraphs as well as use of phonetic elements such as beginning and ending sounds and other word attack skills. Furthermore it is an indication of how a child reacts in a timed test situation and in a situation that has potential frustration due to existing reading problems.

Using information from all of the pre-evaluation tools the teachers then develop individual plans for the students to fulfill the needs identified by this diagnostic approach. These individual plans are then worked into the identified needs of the total Title I program as defined by the behavioralized objectives and the activities listed to fulfill these objectives.

Continuous evaluation begins at this point - after the individual students plans are organized. Various methods are utilized throughout the year to obtain the information needed for continual evaluation. The methods discussed are used in all of the Centers and Clinic.

Built into our program are the 12 week monitor system which are checks for the Title I personnel to see if they are completing the objectives as stated and utilizing the suggested lists of activities. The monitor systems indicate content and methods that are possible areas for identifying student progress as well as personal progress in the stated needs of the individuals and the objectives.

While the monitor system are more specific for the Title I personnel to evaluate their commitment part in the program the reading skills checklists (included in the area of Cognitive Objectives #2) are student directed. These are utilized throughout the year to check off progress in areas listed. Teacher-made checklists are developed to insure mastery of each skill on the lists. At this time the checklists are developed

by the individual teachers. Sources for the checklists included materials by Botel Simpson, Kephardt, Phonics Survey by SRA, use of teacher made materials, Dolch and/or Fry word lists. These checklists are individually checked and are left in folders on bulletin boards. The children place the stars on themselves and the teacher has an accounting feature easily available to her/him.

Along with the checklists are the anecdotal records kept by the teachers and utilized for reasons such as 1) parent conferences, 2) background information to better understand the child, 3) necessary information to include if referrals to other agencies become necessary, 4) unusual incidences which may indicate the need for further diagnostic work with tools such as the telebinocular for vision coordination checks. Leavall Eye-Hand Coordination test for more information on motor coordination at the eye-hand level, Durell or Stanford Diagnostic Surveys for phonetic skills knowledge, Frostig Test of Visual Perception to identify weaknesses in spatial relations, figure ground, etc. The information gleaned from this anecdotal record is then used to modify the individual student's program if needed.

Continuous observations by the teacher of the child's reactions in small groups is also used in evaluating the student's progress. Close observation of how he sees himself in relation to others aids in diagnosing self-concept needs. Therefore, the continuous observation will denote any changes in group situations - positive or negative. These changes can be termed results of evaluating by observing. Modifications can be immediately made by the teacher in the individual's program when identified by observation.

All of the methods discussed are further utilized during parent contacts, whether by home visits, telephone calls, notes sent home and/or parent conferences at school. The information obtained from the previous methods enables the Title I teacher to communicate the child's needs, weaknesses, strengths and gains more easily to the parents. Parent contacts enable the teacher to identify other needs and progress made and if necessary to further modify the child's individual program. Parent contact is important for reasons such as self-concept improvement, understanding of the Title I

program, acceptance of their child's needs, knowledge of their child's program developed around his specific needs.

Teachers use the information gained from parent contacts as part of the total picture of evaluation in the individual child.

From these types of continuous evaluation tools the teachers can identify students that are able to be phased out of the program due to reaching their goals of fulfilling specific needs as well as the projects goals.

Post testing occurs at two time intervals. 1) When a child has been identified as fulfilling his individual program and can be phased out of the Center or Clinic. 2) End of the year testing to define the progress made throughout the year. The end-of-the year post testing includes all students and gives the teachers different information:

1) amount of progress made by the individual student from the beginning of the school year to the end.
2) average amount of reading progress made students in each center.
3) average amount of reading progress made by all Title I students participating in the program.
4) improvements in self-concept areas from pre to post ratings.
5) gains made by individual students in psychomotor areas.
6) improved parent-teacher relations due to parents involvement activities.
7) identifies the needs still existing in students' learning developments and in self-concept areas.
8) feeds information as to needs and modification necessary in the next years Title I - ESEA program in areas of objectives, activities and evaluation tools.

(6) Evaluation Design

Name of Instrument	Population	Baseline Data	Evaluation Design
1) Parent's Home Observation Sheet	(Affective - 4 year old - Tank) 50 4 year olds	Pre and Post	Title I students placement at the end of the project as compared to their placement at the beginning of the program.
2) Teacher Observation Scale	50 4 year olds	Pre and Post	Ibid
3) Parent's Rating of Child	(Affective - Allied Arts) Grades 1-6	Pre and Post	Title I students placement at the end of the project as compared to their placement at the beginning of the program.

Evaluation Design (cont.)

Name of Instrument	Population	Baseline Data	Design
4) Student Self-Check Up	Grades 1-6	Pre and Post	Ibid
5) Reading Interest Inventory	Grades 1-6	Pre and Post	Ibid
6) Classroom Teacher Observable Behavior Subjective Scale	Grades 1-6	Pre and Post	Ibid
7) Center Teacher Observable Behavior Subjective Scale	Grades 1-6	Pre and Post	Ibid
8) Teacher Rating Scale of Pupil Appreciation	Grades 4-6	Pre and Post	Ibid
9) Project Camp Cabin Counselor Rating Scale	Grades 4-6	Pre and Post	Ibid
10) Evaluative Instrument	Clinic students Grades 1-6	Pre and Post	Title I students placemer at the end of the project as compared to their placement at the beginning of the program.
11) Youth Tutoring Youth Self-Rating Scale	(Affective - Youth Tutoring Youth - Elementary) Grades 1-6 Oak Grove and Norwood	Pre and Post	Ibid

Evaluation Design (cont.)

Name of Instrument	Population	Baseline Data	Design
12) Center Teacher Subjective Rating Scale of tutor and tutee	(Affective - Youth Tutoring Youth - Elementary) Grades 1-6 Oak Grove and Norwood	Pre and Post	Ibid
13) Student Self-Rating Scale	(Affective - Self Concept - St. Joseph's Home for Boys) St. Joseph's Home for Boys Grades 4-12	Pre and Post	Ibid
14) Observable Behavior - Teacher Evaluation	St. Joseph's Home for Boys Grades 4-12	Pre and Post	Ibid
15) Teacher Rating of Field Trip Appreciation	St. Joseph's Home for Boys Grades 4-12	Pre and Post	Ibid
16) Music Class Evaluation	(Affective - Self Concept - Our Lady of Charity) Our Lady of Charity Grades 7-12	Pre and Post	Ibid
17) Parents Subjective Rating Scale	(Affective - Youth Tutoring Youth - Secondary) 50 selected 10th graders from East and West High	Pre and Post	Ibid
18) Teacher's Subjective Rating Scale	50 selected 10th graders from East and West High	Pre and Post	Ibid

Evaluation Design (cont.)

Name of Instrument	Population	Baseline Data	Design
19) Student Self Rating Scale "A"	50 selected 10th graders from East and West High	Pre and Post	Ibid
20) Student Self Rating Scale "B"	50 selected 10th graders from East and West High	Pre and Post	Ibid
21) Student Self Rating Scale "C"	50 selected 10th graders from East and West High	Pre and Post	Ibid
22) Two and Three Year Old Developeent Checklist	(Affective - Parent Involvement - Tank) Participating students in the program	Pre and Post	Ibid
23) Parent Evaluation - Tank School Parent Involvement Program	All parents who have children in Tank School	Pre and Post	Ibid
24) To be Developed in Fall, 1972	(Affective - Parent Involvement - Nicolet) Nicolet school area	Pre and Post	Ibid
25) Test of Basic Experiences	(Cognitive - 4 year-olds class - Tank) 50 4 year-olds in program	Pre and Post	Ibid
26) Metropolitan Readiness Test	1) 1971-72 kindergarten students 2) students participating in 2 year preschool program	Post	Title I students gain compared to that of the control group

Evaluation Design (cont.)

Name of Instrument	Population	Baseline Data	Design
27) Gates MacGinitie Reading Survey Tests	(Cognitive - Communication Skills) Grades 1-6	Pre and Post	Title I students placement at the end of the project as compared to their placement at the beginning of the program.
28) Gates MacGinitie Reading Survey Tests	(Cognitive - Youth Tutoring Youth - Elementary) Grades 1-6 Oak Grove and Norwood	Pre and Post	Ibid
29) Botel Phonics Test A & B Forms	Grades 1-6 Oak Grove and Norwood	Pre and Post	Ibid
30) Instructional Service Center Rating Scale - Pupil View	(Cognitive - Instructional Service Center) Adult - Center Teachers of Title I schools and Clinic teachers	Pre and Post	Ibid
31) Instructional Service Center Rating Scale - Pupil View	Grades 1-6	Pre and Post	Ibid
32) Instructional Service Center Rating Scale - Large Audience View	Adults	Post	Title I adults will evaluate results of Instructional Service Center involvement in Title I program
33) LeBlanc Music Talent Quiz	(Cognitive - Music - Elementary) Grades 4-6	Pre and Post	Ibid

Evaluation Design (cont.)

Name of Instrument	Population	Baseline Data	Design
34) Pupil Evaluation - by Teacher	Grades 4-6	Pre and Post	Ibid
35) Gates MacGinitie Reading Survey Forms A-F	(Cognitive - Remedial Reading Clinic) Grades 4-6	Pre and Post	Ibid
36) Gates MacKillop Diagnostic Survey	Grades 4-6	Pre	Evaluation used to gather necessary information to plan individual student programs
37) Wepman Auditory Discrimination Test	Grades 4-6	Pre	Ibid
38) Frostig-Developmental Test of Vision Perception	Grades 4-6	Pre	Ibid
39) Peabody Picture Vocabulary Test	Grades 4-6	Pre	Ibid
40) Gilliland Learning Potential Examination	Grades 4-6	Pre	Ibid
41) Silent Reading Diagnostic Test	Grades 4-6	Pre	Ibid

Evaluation Design (cont.)

Name of Instrument	Population	Baseline Data	Design
42) Durrell-Sullivan Reading Capacity and Achievement Test - Intermediate level	Grades 4-6	Pre	Ibid
43) Reading Readiness Analysis	Grades 4-6	Pre	Ibid
44) To be developed this summer when workshop for teachers is written	(Cognitive - Youth Tutoring Youth - Secondary) 10th graders from East and West High	Pre and Post	Title I students placement at end of the project as compared to their placement at the beginning of the program.
45) Teacher Rating Scale to be Constructed in Fall 1972	(Psychomotor - Pre-Kindergarten - Howe School) Pre-Kindergarten children - Howe School	Pre and Post	Ibid
46) Evaluation will be continuous by kindergarten teachers involved in developing psychomotor program	(Psychomotor - Kindergarten) Kindergarten	Process Evaluation	Ibid and continue during year
47) Beery Developmental Test of Visual Motor Coordination	(Psychomotor - 4 year-olds - Tank) Pre-kindergarten	Pre and Post	Ibid
48) Psychomotor Development Checklist	Pre-kindergarten	Pre and Post	Ibid

Evaluation Design (cont.)

Name of Instrument	Population	Baseline Data	Design
49) Assessment of Motor Development Survey	(Psychomotor - Center Program) Grades 1-6	Pre and Post	Ibid
50) Pupil Psychomotor Dexterity Skills - Music	(Psychomotor - Instrumental Music) Grades 4-6	Pre and Post	Ibid
51) LeBlanc Music Talent Quiz Re: Cognitive Objectives - Music Elementary	Grades 4-6	Pre and Post	Ibid

7. IDENTITY OF CHILDREN BEING SERVED

79) disadvantaged target school children, at $300 per pupil, could receive an equitable share of a $238,800 budget, assuming, of course, that no additional contributions were made. This number represents only about one-third of the disadvantaged children actually in our schools. Therefore, in the case of this budget, district, community agencies, and adult volunteers have become involved with their own funds. This will allow almost full funding of additional new programs to reach a wider spectrum of disadvantaged. These additional programs, specially identified in the following grade categories, will allow additional hundreds of disadvantaged children, and their families to take part without diminishing academic support programs.

A. PRE-KINDERGARTEN

Three pre-kindergarten programs are planned for this 1972-73 term. These are set up as follows:

TYPE:	EST. NO. CHILDREN	TITLE I STAFF	OTHER STAFF
4-Year Olds Tank	40	1 Aide	1 Teacher
2-3 Year Olds & Parents - Tank	30	Above Aide Center Teacher	Above Teacher Community Resource People
3-5 Year Olds & Parents - Howe	30	Center Teacher (Part-time)	District Phy. Ed. Teacher YMCA Staff
TOTAL	100 Est.		

These programs, without the involvement of non-Title I staff, could not be held and still maintain a $300 per pupil budget.

Children in each of the three programs will come primarily from disadvantaged families of the Howe and Tank elementary school districts. A double function of each activity will be to study, in cooperation with parents, those pre-school activities which seem best for later school readiness.

B. KINDERGARTEN

Approximately 600 kindergarten children, all from thirteen elementary target schools, will be involved in a new program of psychomotor education. Kindergarten teachers of each school, plus four additional first grade classes in two of the schools, will carry out the program. Its purpose is a process evaluation of psychomotor curriculum materials designed by sixteen teachers at a 1972 ESEA - Title I summer workshop.

All but $201 of the 1972-73 program will be born by the Green Bay district. All eighteen target area kindergarten teachers, two first grade teachers of Fort Howard elementary, and one first grade teacher of Whitney elementary, twenty-one teachers in all, will have their time fully reimbursed by the district. They will be coordinated, in turn, by the district-paid elementary physical education teacher who planned and instructed the 1972 summer Title I workshop for this program.

Evaluation will be included as part of each child's progress. It will be by itemized comments from the Developmental Perceptual - Motor Rating Survey and a Psycho-educational Inventory of Basic Learning Activities done on a pre & post basis.

C. EARLY INTERVENTION

Approximately 300 children, grade levels 1-3, will participate in this program, with selection that of a most - disadvantaged basis and need. A minimum of $300 per pupil will be allowed to target school areas, including eligible parochial school children. Training received will be individualized around the general need, there being compensatory experimental activities related to reading. Prevention and aid of reading problems at the primary level, with implementation of psychomotor skills, will be adjusted to the immediate needs of disadvantaged children. Private schools eligible to participate have not done so at this level. Instead, special emphasis is given to their children beginning at the intermediate level.

D. LATER ELEMENTARY

Approximately 338 children, 4-6, will take part in center and clinic programs, with selection as most-disadvantaged and needful. This includes approximately 26 boys from St. Joseph's Home and allows for a minimum $300 per pupil taking part.

Training received will be individualized around the general need, this being compensatory experimental activities related to reading. With clinical help given at the intermediate level, the basic patterns will be further adjusted to supplementing the immediate academic needs of disadvantaged children. From private schools and institutions, based upon needs, will come approximately 112 children, 26 of these from St. Joseph's Home. Here, in addition to a center for boys confined there, field trips will be provided, along with monthly IMC self-study materials from CESA No. 8, Appleton, and Oshkosh. Boys from the school who attend public target schools will receive their supplementary training as regular project pupils of those schools.

E. SECONDARY

Fifty sophomore students, 25 each, from East and West high schools will participate in this program, with selection being on a most - disadvantaged basis. Counselors of Franklin junior high school have sent a recommended list of the twenty-five sophomore youths to the sophomore counselors of West senior high recommending those most in need of reading training. Ninth grade counselors of Washington junior high have done the same for incoming sophomore counselors at East high.

Both tutoring programs, the Youth Tutoring Youth program sending the West high students to Lincoln elementary, and the East High Adult Volunteer Tutor program, will find a heavy contribution of district and volunteer personnel. This will allow appropriate concentration of resources on each student.

The same concentration of program resources will be true for approximately 80 girls at Our Lady of Charity School. A district-paid remedial reading specialist will teach remedial reading at the school two half-days per week. She will be provided ESEA Title I equipment and materials, with the school providing a special room for this

public school activity. In addition, from ESEA - Title I funds, a part-time vocal music teacher will hold regular classes for students of the school. In either case, reading or music, all girls are eligible for the activities. Assignment will follow policies of the school administration.

Secondary students residing at St. Joseph's Home for Boys are also eligible for project consideration. A few, however, attend East DePere high school and are thus not available to this program. An effort, however, will be made to include others among the fifty East and West high tutoring groups, and other elementary target schools program where they might attend.

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
B. DISSEMINATION OF INFORMATION -varied resources are used in the dissemination process -includes school, community, state, and nation -Evaluation process used in total dissemination of program information	a. Constant communication among staff regarding progress being made through periodic meetings, newsletters, radio and T.V. presentations, newspaper & magazine articles, civic & community programs are all part of the dissemination process. b. The exchange of pertinent information regarding Title I programs should involve the local school system, the community, the state, and nationally when possible. c. Resources (printed, consultative, etc.) used and varied media should be utilized in making Title I program information available to program personnel in other communities, parents within the community, & the entire local school staff.	State Specifically your intentions, as they relate to "a", "b", & "c" of the Guidelines column. DISSEMINATION OF INFORMATION Resources 1. Meetings (principals, Title I staff, Parent Advisory Committee, school faculty members, administration, parochial and institutional staff, and community resource). Description / Purpose / Target Areas / Facilities / Staff / Procedure / Evaluation / Length of project 2. Bulletins Information about, explanation of, project explanations of requests, and evaluation forms, minutes of staff and advisory committee meetings, report to principals and administration. 3. Directives From DPI and administration giving specific direction for procedures. 4. New newsletter to key people involved with the project community-wide. 5. Publicity committee to be set up for liaison between Title I project and the following: A. School public relations office for releases to mass media (through appropriate school principals or central staff personnel). B. Department of Public Instruction. C. Home-School projects or activities. D. Scouting and other organizational projects.	

9. Budget Relationships

A. Administrative - Total of $26,904 11.27%

1. 4110 - Salaries - $23,464.00 [illegible]

Administrative salaries, as follows, are budgeted for the entire project year:

Project	Administrator	- 75%
"	Secretary	- 75%
"	Bookkeeper	- 75%
"	Clerk, General	- 50%

The increase of $142.00 over 1971-72 stems mostly from allowances for a possible January 1, 1973, rise in non-professional salaries. No increase is projected for the administrator's salary due to an administrators' wage freeze through June 30, 1973.

2. 4120 - Contracted Services - $825.00 .35%

District auditors have protested that they cannot audit ESEA-Title I accounts for the 1971-72 recommended prorata share of $84.50. We have budgeted, therefore, the initial 1971-72 billing, an amount Janet, Fountain, Glaser, and Vando Loo, the private audit firm, suggests as still valid until new procedures become possible.

3. 4190 - Other - $2,615.00 1.10%

Down $225 from last year, this budget pays for administrator's travel for Title I, office supplies and postage unique to the project, all telephone costs of Title I staff, professional subscriptions and dissemination materials. Although we have budgeted for our first project brochure ($485.00) our price quotation still allows a cut in reference materials and dissemination.

B. Instruction - $176,348.00 73.75%

1. 4210 - Salaries - $149,509.24 62.61%

Cut by $14,179.05, this is our second successive reduction in instructional salaries. Although 5% is allowed for teacher raises effective January 1, 1973, this decrease has been affected by reducing staff. Most new programs, in fact, are designed for implementation by district personnel. Our new item, $4,652.94 for teacher substitutes reflects cancellation of any further "U" budgets, our former source of inservice funds. "Youth Tutoring Youth" tutors of West High are limited to ESEA-Title I eligible youths.

2. 4220 - Contracted Services - $200.00 .08%

A $200 contract with CASA #8, Appleton, brings to St. Joseph's Home for Boys the Special Education Instructional Materials Center services. Deliveries are to the project reading clinic.

3. 4290 - Other - $26,638.76 11.16%

Increased by $10,233.85 over 1971-72, two items totaling $8,281.28 were carried, last year, in the "U" budget. These are: audio-visual materials, including urban education techniques by target school classroom teachers, and costs of

3. 4290 - Other - $26,638.96 (cont.)

inservice training sessions, to include parents of project children. The 4-year old pilot program, two new elementary target school centers, and development of an older one reopened last year, these also have added to an increase in materials requests. These activities, to include tickets to children's theater, are limited to ESEA-Title I eligible children in the project areas. Other changes reflect our wideranging needs assessment of last spring. Field trip funds, increased by $430, promise even better services because of a more advantageous price arrangement offering half-price for deadheading and driver waiting periods. Reduced are budgets for food, admissions, summer supplies and summer inservice, the latter two having been eliminated altogether. A new teacher contract has cancelled graduate requirements and so we have shifted to in-school training times.

However, our 1973 summer plans call for $1,056.50 as costs of professional needs assessment review for 1973-74 proposals. These we plan to have completed before this regular term ends, to include parent and staff needs assessments.

C. Pupil Transportation - $5,676.00 2.37%

Contracted costs for remedial reading clinic transportation has been reduced $2,124 over 1971-72. This reflects a two-fold change, the first being a simpler transportation contract for a specified annual number of hours. The other is an 18 day delay in opening the clinic services. Instead, clinic specialists will be pretesting recommended pupils right in the children's schools.

Please note account 4290 - Instruction, where $2,280 additional is budgeted for field trips. This was under-budgeted last year, but our new contract conditions offer a much wider range of cultural experiences for our disadvantaged patrons.

D. Operation of Plant - $3,500.00 1.47%

This account is $600 less than last year. Due to nearly equal use of Christ Episcopal Church classrooms as district offices, utility costs can now be shared with the district. This accounts for $600 less cost, as estimated according to 1971-72 utilities costs.

1.	4610 - Salaries	$2,000	.84%	Janitor of Annex space, (same costs as 1971-72)
2.	4620 - Contracted	$00.00		
3.	4690 - Other	$1,500	.63%	Utilities, ($600 less than 1971-72)

E. Maintenance of Plant - $1,250.00 .52%

$100 is the increase of this account over 1971-72, all of it for repair of equipment. Office machines are repaired by dealer contracts arranged by the district. Other expense is the cost of repair to videotape recorders which our district's audio visual repairmen cannot do.

1.	4710 - Salaries	$00.00	
2.	4720 - Contracted	$800	.33%
3.	4790 - Other	$450	.19%

F. Fixed Changes - $16,997.36 7.12%

This budget is $3,504.71 over the final 1971-72 costs. However, just as district cost - sharing has lowered our anticipated utilities costs, so has district leasing of annex space cut $440.00 from 1972-73 project year costs. Accounting for the over-all increase, then, are fixed changes related to professional and nonprofessional personnel. Last year's negotiations resulted in major fringe benefits for all staff, the benefits taking effect on January 1, 1972, and forcing revision of the account upward. This budget reflects the possible need of similar increases due to negotiations under way for 1973 calendar year.

1.	4610 - Salaries	$ 00.00	
2.	4620 - Contracted	$ 2,700.00	1.13%
3.	4890 - Other	$14,297.36	5.99%

G. Student Body Activities - $1,709.00 .72%

From $50 in 1971-72, all for field trips to the store by elementary project children, the account has been increased to provide extended new enrichment activities. $1,659 has been added for outside curriculum activities, as follows:

5010 - Salaries	- Supervision of children's theater attendance (all on Saturdays)	$600.00
5090 - Other	- $15.00 for field trips to store by each of 13 target elementary schools.	$185.00
	Lessons in creative dramatics and creative movement, 13 target schools once per week for six weeks. Limited to ESEA-Title I eligible children.	$924.00

The improved field trip transportation contract will enhance these activities.

H. Community Services - $4,500.20 1.88%

An increase of $373.20 over our final 1971-72 proposal reflects changes stemming from by last needs assessments. Salaries for child care aids were increased $110, these reflecting a widened 1972-73 program of parent involvement. At the same time, costs of teacher chaperones for Saturday program of children's theater were transferred to 5010-Student Body Activities. This reflects, we feel, the increased familiarity with, and better utilization of, this cultural medium. Replacing the item here, however, is a $300.00 allowance in event adult volunteer tutors at East senior high and youth tutors of West senior high become involved with attending local cultural activities.

$713.20 added to reflect additional needs assessment recommendations. 1973 summer costs of 4-H camping have been reduced $354.00, but with seven additional children proposed. The savings was affected by reducing the project chaperones from eight to three. Experience has shown that regular camp staff can provide for safety of our children with the lesser number of chaperones. At the same time, food and materials for inservice meetings of parents have been increased $961.70 in line

H. Community Services (cont)

with expanded programs identified as their needs. Facilitating parent involvement is an additional $105.50 for preparation of survey forms to identify human resources available within each target school area.

I. Equipment for Instruction - $773.50 .324

Already reduced $242.85 from the 1971-72 program, this item is prevented from further reductions by replacement of missing and worn out audio-visual machines, as follows:

ITEM	MISSING	WORN OUT
2 Panasonic Tape Recorders	X	
1 Previewer, filmstrips	X	
1 Stopwatch		
1 Belt, Thermofax		X
2 Typewriters, electric		X
1 Previewer, filmstrip		X

New Instructional Equipment has been requested, as follows:

New Hardware

4 Cassette Tape Recorders - Two to be used in the Clinic, Bricco and Faulds, one to be used in the public school room of our Lady of Charity School and one in the Clinic office for taping meetings, inservices, radio or TV presentations. This one is also to be available for general use.

1 Filmstrip Viewer, 1 Stopwatch - Keller school center will open this year and will need a Filmstrip viewer in order for children to read the many interesting stories present on filmstrip. A stopwatch should be purchased for testing as well as timing rates in games and reading.

2 Panasonic Tape Recorders - Joanne Kleist and Darlene Edler have transported hardware to double assignments for years as well as Mrs. Edler from school to school. Both teachers find it necessary to have educational hardware in each school. The responsibility of storing such hardware in their care is growing more serious.

Teacher's desk and classroom shelves. These two items are needed in our Center. Roosevelt needs the desk and the Whitney Center, if they're to display their materials and make then readily available, will need some shelves.

Justification for all proposed new and old capital outlay items to be used in our current Title I project. The Title I instructional equipment on our inventories will be used to carry out the activities proposed in our objectives.

16 mm Film Projector

The 16 mm film projectors will be used in the cultural development of our students, and have proven valuable in our inservices for parents and teachers.

Video Recorder & Cameras

Each Center will make the use of the video machine available to their children. Permitting the imagination to run wild, the children will produce cooking shows, talk shows (interviewing resource people), costumes from all over the world, talent shows, as well as many other interesting presentations. Teachers will use the equipment to see themselves as others see them in their role as teachers.

Tape Recorders

Tape recorders will be used for diagnostic evaluations, increasing listening skills, story appreciation, and a motivationist tool in developing students interest in poetry, choral reading and stories read by a teacher, aide or parent.

Overhead Projector

The overheads will be used mostly because the availability of overlays. Because of the wide range in reading disabilities, skill development exercises can be prepared, filed and become readily available in a moments time to meet each situation.

Record Players

Record players will be used for cultural enrichment activities, and/or a listening skill builder.

After each behavioral objective, listed in our 1972-73 proposal, an activity sheet is designed which points out how Title I purchased materials can and will be used.

J. All other Equipment - $1,143.74 .48%

$883.00 is added to last year's items, again reflecting the widespread needs assessment of last spring.

1. Administrative cassette tape recorder and stereo headset

   This $76.90 in equipment is designed for the project administrator's leadership needs. For automotive dictation during hours of travel, the recorder has a buzzer indicating the end of a tape. This is suitable for the person who, unlike a pupil, cannot give his full attention to watching the recorder, as when driving an automobile or taking part in conferences.

2. 3 Air Conditioners

   This $600 item would air condition and circulate air in the three most used remedial reading clinic classrooms and office. Their location in Christ Church Annex has long presented a problem of heat and poor air circulation, during all seasons, due to sunlight or the number of people

2. Air Conditioners (cont.)

breathing available air in the small rooms. It would appear we will occupy Christ Episcopal Church Annex through 1973-74 term. Relocation of the ESEA-Title I facilities would then, most likely, be in remodeled facilities of the present Northeast Wisconsin Technical Institute. The building, so far as we can ascertain at this time, will not possess central air conditioning. It has, however, window conditions adaptable to the air conditioners we propose here.

A. INSERVICE: Orientation for Adult Tutoring Program for East High Teachers of sophomore Language Arts and Social Studies.

Approximately eleven East High sophomore teachers taking part in this half-day orientation on August 31, 1972, will be able to prescribe tutorial experiences for sophomores of their classes to receive adult volunteer tutoring under the 1972-73 pilot program. They will also comprehend the results of special diagnostic tests of the students which will be prepared for them by ESEA-Title project specialists. Evaluation will be by subjective rating scales to be prepared by the project committee.

PROGRAM MATRIX

Target Training Groups	Overview Presentation	Understand Read. Diag. Test Results	Devel. Act. Spec. or Gen. Prescriptions for Tutors	Guidelines for Supr.	Evaluation & Critique
Title I Staff	X		X		X
East High English and Social Study Teachers		X	X		X
Administrators		X			X
East High Sophomore Counselors		X	X		X
Florence Hayes, Adult Volunteer Coordinator					
Catherine Bertler, Teacher Coord.			X		

This orientation committee will be directed by Catherine Bartler assisted by Florence Hayes, John Sewell, John Bricco, and Joanne Kleist and Frances Sundberg.

PROGRAM BUDGET

ITEM	RATE	TOTAL COST
Consultants	No cost to Title I	
East High English and Social Studies Teachers	No cost to Title I	
East High Sophomore Counselors	No cost to Title I	
Title I Staff	No cost to Title I	
Refreshments	None	
Materials		$00.00

TOTAL $00.00

Item: Inservice

Area: Creative Dramatics

Exhibit: #2

Trainee: Teachers from target schools, Parent Council Members.

Site: Christ Church Annex

B. INSERVICE: CREATIVE DRAMATICS WORKSHOP

All day 8:00 a.m.-4:00 p.m. Thursday, August 31, 1972. Christ Church Annex.

OBJECTIVE.

Title I staff, teachers from target schools, and Parent Council Members taking part in this inservice workshop in Creative Dramatics will learn how to use dramatics techniques for developing readiness for verbal and non-verbal communication. Evaluation of this inservice will be constructed in the fall of 1972 by Mrs. Karen Prevetti and the Title I program Committee.

Program Committee

This conference will be a continuous program held one full day during inservice week. It will be set up by Mrs. Karen Prevetti who is associated with the University of Wisconsin Green Bay and The Next Door Theater Inc. Mrs. Prevetti will be assisted by the following E.S.E.A. Title I staff: Jeanne Wright, Susan Kraft and Mary Ann La Violette.

Program Budget

Item	Rate	Total Cost
Consultant-Mrs. Karen Prevetti		$ 75.00
Materials	as needed	$ 25.00
Refreshment	as needed	$ 25.00
	Total	$125.00

[illegible]

[illegible]

[illegible]	TYPES OF TRAINING									
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	*	*	*	*	*	*	*	*	*	*
[illegible]	*	*	*	*	*	*	*	*	*	*
[illegible]										
[illegible]	*	*	*	*	*	*	*	*	*	*
[illegible]	*	*	*	*	*	*	*	*	*	*
[illegible]					*					
[illegible]										*

Class: Supervision

Course: Adult Volunteer Tutors

Exhibit: Y 3

Trainee: Adult Volunteers

Site: Christ Church Annex

DESCRIPTION: ADULT VOLUNTEER TUTOR WORKSHOP

Workshop: 30 hours. September 6 - October 3, 1972. Christ Church Board of Education Annex.

A. OBJECTIVE.

Adult volunteer tutors undertaking fifteen hours of workshop training and five hours of follow-up review after tutoring begins will be able to effectively work with classroom teacher supervisors in tutoring of children as set forth by the National Reading Center's National Right to read program. Evaluation of their training shall be by pre-and-post subjective rating scales for tutors, students, and classroom teachers, the scales to be prepared by the workshop committee.

Program Matrix

Target Training Groups	Recruitment of Volunteers	Role of Tutors	Awareness of Pupils	Methods to use	Dev. Activity	Evaluation Critique
Consultants	x	x	x	x	x	x
Title I Staff	x	x	x	x	x	x
Adult Tutors	x	x	x	x	x	x
Administration	x					x
Community	x					

This workshop will be directed by Catherine Bertler assisted by Florence Hayes, John Dewell, John Bricco, Joanne Kleist, Jerome Mc Cormick and Helen Ferslov.

Program Budget

Item	Rate	Total Cost
Consultants		$ 200.00
Adult Volunteers	No cost to Title I	
Title I staff	From 20-017-one day's pay, summer, 1972	$ 00.00
Refreshments		$ 200.00
Materials Workshop and program operation		$ 1100.00
	Total	$1,500.00

REVISED

Project 30-156
Acc. 4290

VTR - Program Schedule
1972-73

August 31, 1972	Orientation (East High Social Studies and Language Arts Teachers)	8:00-9:00	A.M.
	Orientation Program (Lincoln Elementary Teachers)	10:30-11:30	A.M.
August 28 - September 22, 1972	Recruitment of Volunteers		
September 14, 1972	Planning program for workshop at Space for Tomorrow by State and Local staff		
September 18-22, 1972	Diagnostic Testing Service Title I	(To be scheduled at 2 & 4)	
September 26 - October 20, 1972	Training sessions for Adult Volunteers (Tuesday & Thursday)	1:00-4:00	P.M.
October 9, 1972	Orientation meeting of Teachers and Adult Volunteers at East	3:15-4:00	P.M.
October 16, 1972	VTR Program begins		
November 5, 1972	Follow-Up Session - Adult Volunteers and Workshop Training Staff	1:00-3:00	P.M.
January 8 - February 2, 1972	Volunteer Workshop (if needed)	1:00-4:00	P.M.
March 20, 1972	Follow-Up Session	1:00-3:00	P.M.
May 17, 1972	Evaluation of Tutorial Program (Volunteer, Teacher, Consultants, and Administrators)	3:15-4:00	P.M.
	Dinner	5:00-7:00	P.M.

GREEN BAY PUBLIC SCHOOLS
GREEN BAY, WISCONSIN
READING DEPARTMENT

VTRP - The Adult Volunteer Tutor Reading Workshop

Place: Room 1, Library Resource Center, Education Annex
Christ Episcopal Church, (Cherry Street entrance)

Workshop Schedule:	Session I	Tuesday	September 26,	1972	1:00-4:00 PM
	Session II	Thursday	September 28,	1972	1:00-4:00 PM
	Session III	Tuesday	October 3,	1972	1:00-4:00 PM
	Session IV	Thursday	October 5,	1972	1:00-4:00 PM
	Session V	Tuesday	October 10,	1972	1:00-4:00 PM
	Follow-Up Session		December 5,	1972	1:00-4:00 PM

Workshop Participants:

Mr. John Sewell - Director, ESEA, Title I
Ms. Helen Ferslev - Director, Elementary Education
Mr. Jerome McCormick - Director, Secondary Education
Ms. Florence Hayes - Coordinator, Volunteer Tutor Reading Program
Ms. Catherine Bertler - Chairman, Adult Volunteer Tutor Workshop

Title I staff:

Mr. John Bricco, Reading-Learning Center Department Head, Workshop Consultant
Ms. Joanne Kleist - Reading Teacher, Workshop Consultant
Mr. Don Lueck - Reading Teacher
Ms. Eleanore Seifert - Reading Teacher
Ms. Jeanne Wright - Reading Teacher
Ms. Mary Ann LaViolette - Reading Teacher
Ms. Susan Kraft - Reading Teacher
Ms. Dorothy Reisinger - Reading Teacher

Workshop Programs:

I. Tuesday, September 12, 1972 - AN OVERVIEW OF THE TUTORIAL READING PROGRAM

Introduction - Ms. Hayes
Background of the organization of the Tutorial Program - Mr. Sewell.

The Tutorial Program within the Green Bay Public School Education Program - Ms. Persley, Mr. McCormick.

Role of the relationship between teacher, volunteer, and student - Ms. Bertler.

Overview of reading - Mr. Bricco.

Giving an Interest Inventory - Ms. Kleist

Question and Answer period.

II. Thursday, September 21, 1972 - OVERVIEW OF SKILLS IN READING

Perceptual Skills - Ms. Kleist
- Visual
- Auditory
- Motor - Demonstration by Bill Sterrett
- Tactile

Phonetic Skills - Mrs. Bertler
- Vocabulary
- Work Attack Skills
- Oral Reading
- Question and Answer period.

III. Tuesday, September 26, 1972

Comprehension Skills in Reading, a Panel Presentation.
- Skills needed to comprehend what is read
- Films showing how comprehension skills are taught
- Explanation and showing of materials and activities which improve students' comprehension skills.

Question and Answer period

Members of the panel will be: Mr. Bricco, Ms. Kleist, Mr. Lueck, Ms. Seifert, Ms. Reisinger and Ms. Bertler.

IV. Thursday, September 28, 1972 - ORAL AND WRITTEN FORMS OF COMMUNICATION.

Film - Your Communication Skills: Listening
Your Communication Skills: Exchange of Ideas

Presentation of ideas and materials related to oral and written forms of communication by Title I staff: Mr. Lueck, Ms. Kleist, Ms. Seifert, Ms. LaViolette, Ms. Wright.

Assignment of Volunteers, Teachers, and Students - Ms. Hayes.

Individual explanation of results and prescription included in the diagnostic test by the tester to the volunteer (Title I staff).

V. Tuesday, October 3, 1972 - INSTRUCTIONAL OBJECTIVE.

Setting up and writing instructional objectives - Ms. Bertler.

Evaluation of student's performance - Mr. Bricco.

Subjective rating scale of workshop - Ms. Kleist.

VI. Follow-Up Period (Date to be determined by workshop participants)

Input from volunteers and staff.

ANNOUNCEMENT - Orientation of teachers and volunteers at

EAST HIGH, MONDAY, OCTOBER 9, 1972, 3:05 PM in Room _____.

###

Cmfl

TESTING SCHEDULE - INDIVIDUAL DIAGNOSTIC TESTING

I. LINCOLN Elementary School.

A. Peabody Intelligence Test
B. Gates Reading Inventory
C. Wepman Auditory Discrimination Test
D. Informal Reading Inventory
E. Wide Range Word Perception Test
F. Motor Assessment Inventory
G. Winter Haven Perceptual Forms Test
H. Interest Inventory
I. Frostig - Developmental Test of Visual Perception
(if lack of discrimination is suspected).

II. EAST HIGH School.

A. Gilliland Learning Potential Examination

B. Stanford-Diagnostic Reading Test

C. Wide Range Word Perception Test

D. Others, if needed
Interest Inventory (Tuter).

III. WEST HIGH School.

A. Achievement Test.

These tests will be administered individually by Title I staff.

Draft

Item: Inservice

Area: Youth Tutoring Youth

Exhibit: V-4

Trainee: West High Sophomores

Site: Trees for Tomorrow, Eagle River

INSERVICE: YOUTH TUTORING YOUTH

D. Objective

Twenty-five West senior high sophomores, most in need of training, will attend a three day September workshop at Trees for Tomorrow and will master the purposes and basic skills necessary for tutoring a like number of disadvantaged pupils of Lincoln elementary school. Evaluation will be by a subjective rating scale to be prepared by the workshop committee.

PROGRAM MATRIX

Target Training Groups	Identification/ Diagnostic Tech.	Transportation & Facilities	Developing Skills for Tutoring Super.	Evaluation & Critique
Student Tutors	X		X	X
Title I Staff	X		X	X
DPI				X
Administration		X		X
Lincoln Classroom Teachers	X		X	X
Camp Staff		Facilities & Meals		

PROGRAM COMMITTEE

This workshop will be designed by Clem Baims and assisted by John Sewell and with cooperation of Lincoln Title I specialist, Title I council representative, West High Counselor, Florence Hayes coordinator of Adult Volunteer Tutors, the program will be designed between September 11-15.

PROGRAM BUDGET

ITEM	RATE	TOTAL COST
Title I Consultants	Title I salaried	0
Lincoln Classroom Teachers	2 @ $25.00/day substitute mileage 264 @ 10¢	$26.40
Student Tutors	0	0
Transportation/bus		$62.00
Camp Facilities & Meals	34/$12.00/day 3 days/2 nights 3/12.00/day 1 day & 1 night	$1,224.00 $36.00
Certificates for Tutors	0	0

TOTAL $1,400.00

Item: Inservice

Exhibit: V-5

Area: Building a Better self-concept

Trainee: Parents Title I Staff

Site: Christ Church Annex

A. INSERVICE: BUILDING A BETTER SELF CONCEPT

Parent meetings, from approximately January 21, 1973 to April 1973, as determined by parents, Title I staff, and the Planning Committee. Meetings will be held at Christ Church Annex.

OBJECTIVE

Through 10 inservice meetings and follow-up parent sessions, both home and school, ESEA-Title I target area participants will gain a better understanding of the necessity for having a positive self concept in order to achieve academic success.

Two areas of self concept building will be covered, namely:

1. Internal values, one's own aggressiveness, controlled and uncontrolled.

2. The effects of opinions of there about oneself.

The evaluation will be made by responding to a pre-and-post questionaire, that will be designed by consultant and staff, on the importance of a positive self concept in relation to academic success.

This program is being continued at the request of the Title I Parent Advisory Council.

PROGRAM MATRIX

Target Training Groups	Developing Act. Gen. or Spec.	Diagnostic Tech.	Home Act.	Evaluation and Critique
Title I Staff	x	x		x
Parents	x		x	x
Administration	x			x
Classroom teacher	x	x		x

PROGRAM COMMITTEE

This workshop will be designed by Mrs. Nancy Verber, district social worker, with the cooperation of the following: Susan Kraft, Dorothy Beisinger and a representative of the Title I Parent Advisory Board member. (possibly Shirley Pierquet.)

As suggested by Mrs. Verber, letters will be sent to all disadvantaged parents of the identified 13 target schools to find total population interested in this type of activity.

PROGRAM BUDGET

ITEM	RATE	Total COST
Materials: "Tricycle Years"	40 @ $1.75	$ 70.00
2 Child Care Aids	2 @ 2.50 hour 10 mtgs. of 1 hr. each	50.00
Refreshments(10 mtgs.)	$5.00 per mtg.	50.00
Consultants (Nancy Verber)	District pays	00.00
Culminating activity for parents left to group discretion.		100.00*
Transportation to 1st meeting.		40.00
	TOTAL***	$310.00

[illegible] APPLICATION FOR PARENT WORKSHOP

Check the lines which apply:

_____ Yes, yes, yes. . . I would love to learn how to raise children without really crying more than is necessary.

_____ I have never really cried about my kids but I'd like to come anyway,... just in case.

_____ I need a babysitter for my little ones: Age of children:_____
_____
_____

Things I'd like to discuss and hear other ideas on would be things like:

_____ The child who hates

_____ How to make children mind

_____ Lying, stealing

_____ The angry child

_____ Shyness

_____ The child who can't sit still

_____ The slow child

_____ Other things like:_____
_____
_____
_____

Name:_____Address:_____

Phone:_____No. of children:_____

Ages of children:_____

School to which your elementary-age children go:_____

Each group will be limited in number - so send you application in early.
Deadline: _____

Please fill our and return this whole sheet to_____

Item: Inservice

Exhibit: V-6

Area: Kodaly inservice workshop

Trainee: Title I Staff parents

Site: Christ Church Annex

Kodaly inservice workshop

OBJECTIVE

Target area participants. Title I staff and parents advise council in this one half day inservice will learn how to relate music to reading as a motivational and personal development factor.

Evaluation of this program will be by a rating scale completed by Title I participants, parents, and Mr. Norbert Ecker.

Kodaly.Inservice

Matrix

Target and Training	Resource Person	Dev. Act. Gen. or Spe.	Enrich. Act. Reading	Music	Motivation For Reading	Evaluation and Critique
Title I Staff		X	X		X	X
Teachers Classroom			X		X	X
Parents			X		X	X
Resource Pro.	X	X	X	X	x	X
Administration			X		X	X
Special			X		X	X
Parent Advisory			X		X	X

PROGRAM COMMITTEE

This workshop will be set up by Norbert Ecker, St. Norberts, with the coop eration from the following: Evelyn Bottger, Joyce Kelderon, John P. Bricco, ex-officer.

PROGRAM BUDGET

ITEM	RATE	TOTAL COST
Consultant Mr. Norbert Ecker	$50 - 100	$100
Joyce Calderon Music Supervisor	0	0
Refreshments		50.00
Materials	as needed	25.00

AREA: Emotional Involvement of the Troubled Learner

TRAINEE: Staff - Title I Parents

SITE: Christ Church Annex

INSERVICE: EMOTIONAL INVOLVEMENTS OF THE TROUBLED LEARNER

Objective:

Through inservice meetings staff and parents of the ESEA - Title I target area schools will gain a better insight regarding the relationship among emotional, social and neurological areas of development and learning, along with techniques to foster growth in these areas.

This program will be designed by representatives of the Child Study Department, Mr. Bricco, and designated co-chairmen from the Title I staff, to be conducted on a Friday afternoon(s) at Christ Church Annex. Evaluation of the meeting will be by a subjective rate scale to be prepared by the workshop committee.

EMOTIONAL INVOLVEMENT

Program Matrix

Target Training Group	Developing Activities	Diagnostic Technique	Home Act.	Evaluation Critique
Child Study	X			X
Title I Staff and Administration	X	X		X
Parents	X		X	X

EMOTIONAL INVOLVEMENT

Program Budget

Item	Rate	Total Cost
Materials		$25.00
Refreshments (2 Meetings)	$6.00 per meeting	$12.00
Transportation (Taxi Service)	American Red Cross Motor Corps.	00.00
Babysitter	$5.00 per hour 2 Meetings	$30.00

TOTAL: $67.00

AREA: Creative Crafts Inservice

TRAINEE: Staff Members I
Parent from each of
Title I Schools
SITE: Christ Church Annex

CREATIVE CRAFTS INSERVICE

Objective:

Title I staff members will participate in a one-half day inservice program under the direction of Mrs. Martha Harvey. The purpose is to develop materials for Center use to further enhance creative communication skills, and develop self-concept through personal interaction with others using the various materials developed in the inservice program.

The evaluation of this inservice will be developed in the fall of 1972 by Mrs. Martha Harvey, and the Title I Program Committee.

CREATIVE CRAFTS INSERVICE

Program Matrix

Target Training Group	TYPES OF TRAINING					
	General Crafts	Action Crafts (Puppets)	Scrap-Material Ecology-Crafts	Selection of Materials	Preparation of Materials	Evaluation and Critiques
Title I Staff	X	X	X			X
A Parent Representative from each Title I School	X	X	X			X
Resource Person	X	X	X	X	X	X
Aides					X	
Administration						X

CREATIVE CRAFTS INSERVICE

Program Committee

This inservice will be set up by Mrs. Martha Harvey. A Wequiock School parent, with cooperation from: Elenore Siefert and Donald Lueck.

Program Budget

Item	Rate	Total Cost
Consultant - Mrs. Martha Harvey	$15.00/1/2 day, including 4 hours of planning $7.20	$22.20
Travel expenses for collecting of materials needed		$15.00
Materials for the inservice		$50.00
Parents	Representative from each school	00.00
Refreshments		$25.00
	TOTAL:	$112.00

AREA: Parent Creative Crafts

EXHIBIT: [illegible]
TRAINEE: Parents
SITE: Target School to be Selected

PARENT CREATIVE CRAFTS INSERVICE

INSERVICE: Tentative schedule to be completed during the weeks of October 1-31.

Objective:

Parents living in each of the fourteen target area schools will take part in one one-half day (inservice) workshop program in their school area under the direction of Mrs. Martha Harvey. During the half-day inservice Mrs. Harvey will present demonstrations on craft projects parents can do with their children. This would include beneficial hand out material to enable them to carry through on creative activities in their homes.

The evaluation of this inservice program will be completed at the end of each session in each target school area by the participants.

PARENT CREATIVE CRAFTS INSERVICE

Program Matrix

Target Training Group	TYPES OF TRAINING					
	Selection of Materials	Preparation of Materials	Preparation of Program	Crafts Demonstration	Dist. of Helpful Materials	Eval. Critiques
Title I Staff (Center Teacher)			X			
Parent Resource Person	X	X	X	X	X	X
Parents				X	X	X
Child-Care Aides				X	X	
Administration						X

Program Committee

This inservice will be held in fourteen one-half day sessions, one in each of the fourteen target school areas. It will be set up and conducted by Mrs. Martha Harvey, a parent resource person, with cooperation from each Center teacher.

Program Budget

Item	Rate	Total Cost
Consultant - Mrs. Martha Harvey	1-8 hr. planning at $1.80 an hour 14-3 hr. workshops at $5.00 an hour	$224.40
Travel expenses for collecting materials needed		$15.00
Materials for the Inservice		$100.00
Parents	00.00	00.00
Refreshments		$75.00

TOTAL: $414.40

AREA: Parent Involvement

TRAINEE: Teachers - Tit. I

SITE: Christ Church Annex

INSERVICE: PARENT INVOLVEMENT

Workday - All Day Christ Church Annex

ESEA Title I teachers taking part in the workshop on parent involvement techniques will be able to demonstrate an ability to organize parental involvement programs in their individual target schools to further enhance parent-school communication. Evaluation will be made by an opinion form to be filled out by participants as well as by observation and reporting on individual programs and success throughout the year.

Program Matrix

Target Training Group	TRAINING AREAS			
	Preparation	Development of Parent Activities	Development of Tech. to Facilitate Comm.	Evaluation of Critique
Title I Specialists	X	X	X	X
Administrators		X	X	X
Aides	X			
Resource Professional	X	X	X	

This workshop will be set up by Mr. Jerry Downing, Director of Pupil Personnel Services of Lake Tahoe Unified School District, S. Lake Tahoe, California, with cooperation from: Joanne Kleist, Darlene Edler, John Bricco.

ITEM	RATE	TOTAL COST
Consultant - Mr. Jerry Downing	$100/day plus travel and expenses	$414.00
Title I Staff		00.00
Materials	$50.00	$50.00

TOTAL: $464.00

Item: Inservice

Area: Grooming assemblies

Exhibit: V-11

Trainee: Parents, Students

Site: Target School

INSERVICE: GROOMING ASSEMBLIES WORKSHOP

Approximately 1/2 day sessions at each Target elementary school.

OBJECTIVE

Through a series of assemblies, parents and participating students from E.S.E.A. Title I schools will demonstrate a better understanding of the necessity for a positive attitude toward grooming. The assemblies will be held in each of the target schools. The demonstration will be by Mrs. Mac Goren from the Wisconsin School of Cosmetology and a representative from the Barber School Connected with NWTI. Evaluation will be by a form developed by the demonstrators and the Title I staff working on this inservice during the Fall of 1973.

Program Matrix

Target Training Groups	Planning	Development of Act.	Demon.	Evaluation and Crit.
Parents				x
Students				x
Resource People	x	x	x	x
Title I Staff	x			x
Parent Advisory Council	x			x

PROGRAM COMMITTEE - Grooming Inservice

The workshop will be designed by Mrs. Mac Goren from the Wisconsin School of Cosmetology and a representative from the Barber School at NWTI with Title I staff help from Mary LaViolette, Darlene Edleh and a parent from the Advisory Council.

PROGRAM BUDGET

ITEM	RATE	TOTAL COST
Mrs. Mac Goren School of Cosmetology	$10/Center	$130.00
Representative from Barber Schools Robert Smith, Et. Al.	$10/Center	$130.00
Samples for Demonstration	$1.00/person	$350.00

TOTAL $610.00

ITEM: Inservice | EXHIBIT: V-12

AREA: Human Relations: Teaching the Disadvantaged | TRAINEE: Staff-Title I, Principals, Elementary Teachers, Parents, Advisory Council

D. INSERVICE: HUMAN RELATIONS: TEACHING THE DISADVANTAGED

Workshop: 1 day, 8 a.m. to 4 p.m. (as specified by administration). Christ Church Board of Education Annex

OBJECTIVE

To acquaint ESEA Title I staff, principals, elementary teachers in the target schools, and parent advisory committee with ideas and materials that can be incorporated into the daily classroom routine, to improve the classroom environment and to meet the individual needs of children involved.

EVALUATION

Evaluation will be through observation of the participants' involvement in the workshop and in reporting back on the results of the use of materials. A questionnaire will also be developed by the leaders setting up the workshop.

ACTIVITIES

This conference will be planned and the activities will be set up by Will Ray and Alex Molnar from the University of Wisconsin - Milwaukee, with the needs of the participants involved satisfied.

PROGRAM MATRIX

Target Training Groups	TYPES OF TRAINING					
	Resource People	Ideas Diff. Disciplines	Home Read. Activity	Enrichment Activ. Rdg.	Motivation for Reading	Evaluation & Critique
Parents		X	X	X	X	X
Administration		X			X	X
Classroom Teacher	X	X	X	X	X	X
Title I Staff		X	X	X	X	X
Parent Advisory Council		X	X	X	X	X

PROGRAM BUDGET

ITEM	RATE	TOTAL COST
Consultant--Will Roy	$100 + expenses ($36)	136.00
Consultant--Alex Molnar	$100 + expenses ($36)	136.00
Staff: 10-15 classroom teachers		00.00
Staff Title I--other teachers		00.00
Parents-Advisory Council	No Pay	00.00
Refreshments	$15.00	15.00
Materials	$100.00	100.00

TOTAL -- $387.00